

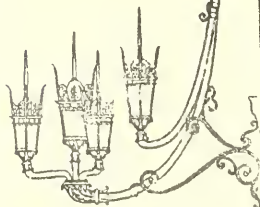


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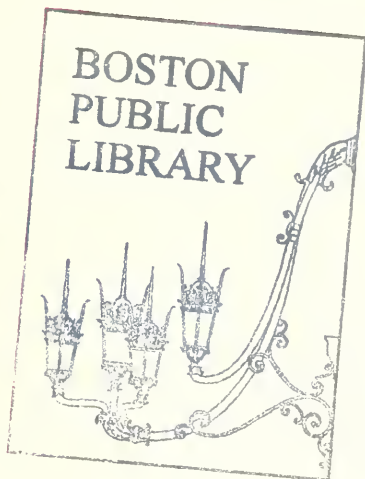
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# FINAL REPORT

CHILD CARE FOR

PARCEL TO PARCEL LINKAGE I

PARCEL 18+ RUGGLES CENTER AND CHINATOWN



SUBMITTED TO:

METROPOLITAN/COLUMBIA PLAZA VENTURE

SUBMITTED BY:

SUMMA ASSOCIATES

BOSTON•PHOENIX

July 1989

NOTES  
ON  
THE  
PROPERTY

## TABLE OF CONTENTS

	PAGE
I. INTRODUCTION	1
II. THE NEED FOR CHILD CARE IN ROXBURY AND CHINATOWN	3
III. CONCEPTUAL MODEL	9
IV. FINANCIAL PLAN	54
V. EVALUATION	54
A. CRITERIA FOR SELECTING OPERATOR	54
B. EVALUATION PROCESS	55
VI. OTHER RECOMMENDATIONS	56

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## I. INTRODUCTION

Child care has become one of the most important issues facing families today. There are social, economic, and demographic changes that have made locating quality, affordable child care a considerable problem for parents. Most often there is just not enough available care for the children who need to be accommodated. Women are entering the work force in record numbers and the structure of the family is changing. Traditionally, the balance between work and family responsibility has been viewed as a private individual matter. However, the ever-increasing interaction between work and family has created new challenges, not only for workers and employers, but for the community as a whole.

Boston's first Parcel to Parcel Linkage Project, the Kingston-Bedford (Chinatown) and Parcel 18+ (Ruggles Center) Projects, will address the child care needs of both communities and make a major impact on securing more child care slots for community parents. The Metropolitan/Columbia Plaza Venture, along with the Parcel 18+ Task Force and the Chinatown/South Cove Neighborhood Council are committed to the development of quality facilities and to linking with community agencies to properly fulfill the child care needs there. This venture is unique for several reasons, however, the provision of the community benefits package, makes this an extremely important project for downtown development in Boston and one that will serve as a model for future ventures. Summa Associates was asked to join the Metropolitan/Columbia Plaza Venture team to provide child care consultant services and expertise to assist the project in making the right decisions regarding planning for two child care facilities.

The Community Benefits Package for Parcel to Parcel Linkage I outlines several components for which Metropolitan/Columbia Plaza Venture is committed. Among these is the benefit of providing a child care facility for each of the two impacted communities. Metropolitan/Columbia Plaza Venture is responsible for providing quality child care facilities for 100 children in close vicinity to each of the two project sites, Roxbury and Chinatown.

In assisting Metropolitan/Columbia Plaza Venture, Summa Associates has examined all available resources, i.e. former studies, documents which outline the historical implications of these projects, demographic projections, etc., met with key individuals who have been involved with the projects over the years, interviewed community child care providers, and planned and conducted two community meetings, one each in Roxbury and Chinatown, to gain further information about child care in both communities. By combining all of that information with the knowledge and experience we have concerning child care nationally and statewide, we have arrived at certain assumptions and recommendations for the implementation of child care services for these two projects.



Thus, this report will identify the need within both communities for the kind of child care which we envision, identify a conceptual model for both centers, i.e. design and program, establish a financial plan for both centers and look at how Metropolitan/Columbia Plaza Venture should identify a provider for each center.

## DEFINITIONS

For the purpose of this report, the following terms are used and defined as such.

*Child care* . Any care other than parental care of a child between the ages of 0 and 18 years.

*Day Care or Child Care Center*. A group care facility licensed by the state providing services to children aged 2 months to 5 years or after school care children ages 6 years to 12 years.

*Family Day Care*. In- home care by a licensed provider. The state allows up to 6 children in one home, no more than two of which can be under one year.

*Infant care*. Care of a child between the ages of 2 months to 15 months.

*Toddler care*. Care of a child between the ages of 15 months to 2.9 years.

*Pre-School care*. Care of a child between the ages of 2.9 years to 5 years.

*School-age care*. Care of a child between the ages of 6 years to 12 years either before school hours or after school hours.

*Extended hours*. Care for children before the regular child care hours of 8:00 a.m. to 6:00 p.m. Extended hours can be 24 hour care or care through a second working shift, i.e. 11 p.m. or 12 p.m.

*Activity Area*. That area within a classroom designated for a special activity. These are also called curriculum areas or learning centers.

*Program*. The outline of the curriculum and educational program for a child care center as well as the daily plan of activities.

*Curriculum*. The planned educational program based on the developmental needs of the children within the center.

*DSS Slots*. Those day care slots which are paid directly through Department of Social Service funds.

*Voucher Slots*. Voucher day care paid through the Department of Public Welfare's Employment and Training Program.

*Activity Space*. That area within a child care center which is designated for child play or curriculum activity.

*Assignable Space*. Any other area that children use within the center, i.e. cubbie space, bathrooms, eating, and sleeping areas.



*Auxiliary Space.* The additional space within a center which is used for storage, circulation, kitchen, janitor's closet, administration, etc.

## II. THE NEED FOR CHILD CARE IN ROXBURY AND CHINATOWN

Summa Associates was asked to look at the child care needs within both communities by examining existing and available data and making comparisons with national statistics. We were also able to learn something about child care needs and available services within the two communities through a brief questionnaire distributed to attendees at a community meeting held in both Chinatown and Roxbury, and by interviewing community leaders and child care providers.

Quality child care is a growing concern for parents, employers, and communities alike. For the first time in this country's history more than half of the women with young children are working at full time jobs. (See Child Care Fact Sheet prepared by the National Commission on Working Women in the appendix of this document.)

Massachusetts has been a leader among states providing child care services and has developed some of the most stringent regulations concerning child care facilities in the nation. Even so, Massachusetts still experiences difficulties in meeting the child care needs of all its citizens and especially in providing quality, affordable care to those who can least afford it. Today in Massachusetts:

- approximately 3 out of 5 children under 13 years of age currently live in families where both parents are employed or in a single-parent family where that parent is employed.
- Over 40% of the mothers not currently employed report that they would look for work or enter school or a job training program if satisfactory child care were available to them at a reasonable cost.
- There are more than 59,000 children enrolled in licensed child care programs whose families have incomes below 71% of the state's median income and 42% of them receive a state subsidy.

The development of new, better and affordable child care is essential to the nation, the state and to the local community. Therefore, this child care project will become a very valuable resource within both the Roxbury and Chinatown communities by providing additional quality child care slots, and hopefully become a model for other projects in developing the kind of care which can be affordable to various segments of the population.

Throughout our project we have met with key individuals in both communities and read volumes of material which had been previously prepared by both the Boston Redevelopment Authority, Northeastern University, and the South Cove Neighborhood Council. These projects



have a long history, especially the Parcel 18+ piece, and much consideration has already gone into what the community wants and needs. From our investigation we have been able to make certain assumptions and have taken into consideration all of the information made available to us in determining the type of child care facility(ies) necessary for each community.

The following is a description of some of the demographic trends and child care needs which we feel are evident in each respective community.

## CHINATOWN

The Boston Chinatown community is a very densely populated area with a very real cultural identity and individuals who are committed to seeing the area grow and thrive. The development of One Lincoln Street, as well as all of the development surrounding The Midtown Cultural District is of extreme importance to this community. There is a distinct need for child care and the community is aware that they will be at the receiving end regarding all community benefits in the next few years.

Boston's Chinatown community has grown in the past few years, from 3700 residents in 1980 to 5100 in 1987. According to a Chinatown Housing Survey conducted by the Boston Redevelopment Authority Research Department in December 1987, Chinatown has a significant elderly and child population. 48% of all families surveyed then said that children live with them, and 21 percent of these children were aged 5 or under. In that same study, 41% of all housing units surveyed contained at least one elderly person, and a large 18% having 2 or more. Regarding income and poverty, Chinatown is considered a poor neighborhood in Boston. 42% of families reported their incomes to be less than \$10,000 per year, and only 7% of families earned over \$20,000 per year.

Essentially, we found the following to be true regarding child care in the Chinatown community.

- There is a growing immigrant community in Chinatown and one for which child care is of considerable importance.
- In a study sponsored by the Chinatown/South Cove Neighborhood Council, entitled "Job Expectations and Opportunities of Asian American Clients", conducted in October 1987, the following findings were evident: (The responses were based on a questionnaire which was mailed to clients who sought employment in Chinatown within a three year period.)
  - \* lack of child care was cited by 45% of respondents as a reason for leaving a job.
  - \* 80% of respondents were between 21 to 40 years of age.
  - \* Women constituted 70% of the sample.





- \* No more than 10% of respondents were proficient in English.
  - \* 72% had under the age of 6.
  - \* 23% wanted child care on the weekends as well as weekdays.
  - \* 75% wanted all day care, i.e. between the hours of 8 & 6; not part time care.
  - \* 40% said they could afford to pay between \$200-\$500 a month for child care.
- Parent and community education on child care is needed, as many of these parents clearly do not have much information regarding how to locate quality child care or what to look for.
  - Although infant and toddler care is needed, there may be a cultural influence against that type of care, because Chinese-Americans feel more comfortable with the traditional role of mother at home caring for child, than mother in the workforce. However, these individuals are beginning to change their attitudes because of the necessity for both parents to be in the workforce. (This also corresponds to national trends.)
  - Asian parents are very interested in bi-lingual programs with curriculum which is responsive to the Asian culture.
  - 25% of all Chinese households have an elderly person living with them. These individuals could be recruited as volunteers or child care workers at community centers.
  - There is a shortage of child care workers in the Chinatown community especially bi-lingual teachers.

Currently there is only one child care center operating in Chinatown and that is the Acorn Child Care Center. This center can accomodate up to 106 children, infant through pre-school age. 50% of their enrollment comes from DSS slots. They currently have a waiting list of 200 for those DSS slots.

At the community meeting sponsored by the BRA, Metropolitan/Columbia Plaza Venture and the South Cove Neighborhood Council held in Chinatown on June 5, 1989 which was planned to discuss this project with community members, we were able to ascertain several other interesting facts. At the meeting a brief child care survey was discussed with attendees. Everyone who attended the meeting agreed that there is a definite need for more child care slots in the Chinatown community. Many of the parents complained about the long waiting lists for child care programs near the Chinatown area. Working parents indicated that they were indeed interested in infant care and would like that to start at 3 months of age. Parents who were planning to attend job-training classes or E.S.L classes preferred to have their child enter a child care program at the age of 2.9 years because some felt they wanted to spend more time at home with their children.



Following the meeting the survey was translated into Chinese and distributed to a small sampling of parents within the community. The survey was used to collect additional qualitative data rather than quantitative data because of the limited number of people surveyed and the discussion aspect of it with a Chinese speaking child care consultant.

In regard to hours for a child care center, many stated that they would like all day care which would be from 8:30 a.m. to 5:30 p.m. A few individuals who worked in hotels said they would prefer earlier hours starting from 6:00 a.m. or 7:00 a.m. Some individuals wanted to see the hours extended to 8:00 p.m. because they were interested in taking E.S.L. classes after work. They need someone to care for their child while they attend the classes. Some of the parents also asked about after school care and were concerned about that need as well. The cost of child care was another concern for the parents. Everyone agreed that if child care were too expensive, they would prefer to keep the child at home and maybe try to find an elderly person to care for their child so they could go to work. Most parents indicated that the cost of care between 10-15% of their total family income would be reasonable. These figures are in line with national averages, however, since many salaries in Chinatown are so low (between \$10,000 and \$15,000), the user rate for child care must remain low if these families are going to be able to avail themselves of the service. Most families in this country pay approximately 10% of their household income on child care, however, good child care in Massachusetts costs approximately \$5,000 a year, therefore these people could never afford the actual cost of care. Many of these parents are forced to rely on the D.S.S. sliding scale fees, which is based on the family's total income and family size.

The following items were important to parents in locating quality child care:

1. Location - Individuals preferred the center to be centrally located in Chinatown, easily accessible for parents who are working in the area. Parking was also mentioned for easy pick-up and drop-off.
2. Caregivers - Parents prefer to have teachers who are properly trained and who will provide the best care for their child. These parents do not mind having an elderly person helping in the classrooms, if they are properly trained and willing to work with children.
3. Program - Parents hope to see a bilingual curriculum built into the program combining the usage of the native language with the younger children and the usage of English with the older children, so that they would be better prepared for school. They would like to see a curriculum which includes Asian cultural awareness as well.
4. After-School Program - There was interest in a tutorial component for students who may be having trouble with their school work, since their parents' English is limited



which makes it hard for the parents to help a child with his/her school assignments.

Other extra-curricular activities were also of interest.

5. Facility - Individuals wanted to see clean, well equipped, warm classrooms, with good outdoor facilities included.

Based on the above information, we feel that the type of child care which will best serve the needs of the Chinatown community is a center accommodating 100 children, aged 3 months to 5 years. The center could be located in the new community center to be built in Chinatown and the center's hours should be from 7:30 a.m. to 6:30 p.m. At this time we do not see an overwhelming need for after-school care or extended hour care for this center based on our discussions with parents and information from providers in the community. The program can ultimately be expanded to accommodate those aspects of the program if it is warranted after a year or two of operation.

The two existing providers, i.e. Acorn Child Care Center, providing service for infants through pre-school, and The YMCA providing after-school care are both very interested in becoming the provider for the new facility. We feel that either could be a strong contender in the selection process for a provider, because of the excellent reputation they have in currently providing child care services within the community. We also feel that it is in Metropolitan/Columbia Plaza's best interest to develop a totally separate new facility than to consider expansion of existing centers. It would be very difficult to justify a rationale for decisions regarding this. Existing providers and would-be providers are in a very competitive market today.

## **ROXBURY**

The Roxbury community has many operating child care centers (See list in the Appendix), but most have long waiting lists for DSS and voucher children. It is clearly evident that this community wants and needs more quality child care and resident parents and community members have stated that they would like it to be at or very near the Parcel 18+ site.

In regard to child care services and needs in the Parcel 18+ Area, we found the following: (This information comes from the Statagic Planning Project Study done by Northeastern University.) The survey was conducted in the Spring of 1985 and was conducted by the Center for Survey Research of the University of Massachusetts-Boston and involved personal interviews with a representative sample of approximately 1,500 households.

- 55% of mothers with children under 14 are working
- 6 out of 10 families rely on another family member or a relative outside the household to take care of their children



- Only 1 out of 4 families with a working mother paid for child care services
- Mothers were more likely to express a willingness to work if good child care services could be made available
- Mothers were more likely to enter job training programs if good child care services could be made available

At the community meeting sponsored by the BRA, Metropolitan/Columbia Plaza Venture, and the Parcel 18+ Task Force on June 13, 1989 we were able to gather additional information from both parents and providers. At this meeting the same survey was distributed to attendees. There were approximately 20 people at the meeting and a large percentage of them were child care providers, therefore most of this information came from provider point of view rather than parental point of view. Nevertheless, we found that infant care is a considerable problem and need within this area, that both extended hours, until 11 or 12 p.m., is desired, and that school-age care is also a considerable problem. Parents would like to send their child to a good center-based program rather than to family day care home or use care by an unlicensed provider in the home. However, cost is the primary obstacle, because group care is the most expensive. Most parents, similar to those in the Chinatown community, feel that they cannot afford the going rate for child care and need some assistance with paying for it.

In the Roxbury community parents desire all day care as opposed to part time hours, and quality care which is both convenient and accessible. Therefore, our recommendation for this community is the development of a center for 100 children, servicing infants, toddlers, pre-schoolers, and an after-school program open from 6:30 a.m. to 11:30 p.m.

The primary site for this center should be on the Parcel 18 site as planned in Phase Four of the development. (See outline of possible sites prepared by the BRA in the Appendix.) Some objection to planning a play yard adjacent to the MBTA station and bus depot has been expressed by community members. We do not feel that this is a hindrance to the development of the center at this location. The Office for Children does not state that this is in any violation of regulations and it should not pose any tremendous problem to the center. The only other site possibility that we see at this point is on Parcel 22, in close proximity to Parcel 18. If this is ultimately developed as housing, etc. a child care center can easily be added to the planning. However, it is uncertain as to when this site is to be developed and we feel that residents want and need more and better child care sooner rather than later.





### III. CONCEPTUAL MODEL

#### DESIGN AND DEVELOPMENT OF CENTERS

##### A. OVERALL GOALS

The following are goals and objectives for the proposed child care centers at Ruggles Center and Chinatown.

1. To establish a model child care program for both communities.
2. To improve morale and productivity and quality of life for working parents within each community.
3. To provide quality child care that is convenient and affordable.
4. To maintain a high level of parent involvement in each center.
5. To develop a center which is culturally rich and exemplifies the community.
6. To encourage self confidence, spontaneity, and curiosity for all the children.
7. To enhance each child's mental processes and skills.
8. To establish patterns and expectations of success for each child.
9. To increase the ability of each child and his/her family to relate to each other.

##### B. PURPOSE

The following statements reflect the views of Summa Associates.

THE PURPOSE OF THESE CENTERS IS TO ESTABLISH HIGH QUALITY CHILD CARE LOCATED WITHIN THE COMMUNITY AND NEAR THE WORKSITE. THE CENTERS SHOULD MEET THE NEEDS OF WORKING PARENTS WITHIN BOTH THE ROXBURY COMMUNITY AND THE CHINATOWN COMMUNITY; THEREBY IMPROVING THEIR QUALITY OF LIFE, JOB SATISFACTION, AND FAMILY RELATIONSHIPS. THE CENTERS SHOULD BE COMMITTED TO PROMOTING THE INTELLECTUAL PHYSICAL, SOCIAL, AND EMOTIONAL GROWTH AND DEVELOPMENT OF EVERY CHILD ENROLLED.

##### C. CLASSROOM COMPOSITION AND CENTER SIZE

###### CHINATOWN

The Chinatown Center will accommodate a total of 100 children in all, in the following configuration.

Two groups of 7 infants - 6 weeks to 18 months - 14 children

Two groups of 9 toddlers - 18 months to 2.9 years - 18 children



Four groups of 17 preschoolers - 2.9 to 6 years - 68 children

### RUGGLES CENTER

The Roxbury Center will accommodate a total of 100 children in all, in the following configuration.

Two groups of 7 infants - 6 weeks to 18 months - 14 children

Two groups of 9 toddlers - 18 months to 2.9 years - 18 children

Three groups of 16 preschoolers - 2.9 to 6 years - 48 children

One group of 20 after-school care - 6 years to 9 years - 20 children

The Massachusetts Office for Children (See licensing regulations in the Appendix) requires 35 square feet per child of indoor play space. This figure excludes all storage space, kitchen, bathrooms and hallways. Each classroom requires an eating area, play area, space for napping, storage, sink, and easy access to a children's bathroom. In addition infants and toddlers require a diapering area.

Based on the groupings described above, Summa Associates recommends that at least 85-100 square feet gross be allocated for each child. Therefore, the total amount of square footage necessary for each center will be between 8,500 and 10,000 square feet. Space for the following needs to be allocated for each center, depending on the classroom configuration described above.

2 Infant Classrooms	approx. 350 sq. ft. each room
2 Infant Sleeping areas	approx. 145 sq. ft. each room
2 Toddler Classrooms	approx. 450 sq. ft. each room
3(4) Pre-school Classrooms	approx. 1000 sq. ft. each room
1 After-school program area	approx. 1000 sq. ft.

#### Additional Spaces Include:

Kitchen	approx. 300 sq. ft.
Laundry	approx. 75 sq. ft.
Administrative Area	approx. 250 sq. ft.
Isolation Area	approx. 100 sq. ft.
Toilets (Adult)	approx. 100 sq. ft.
Toilets (Child)	approx. 80 sq. ft.



Entry (Lobby)	approx. 150 sq. ft.
Circulation & Storage	approx. 1275 sq. ft.
Custodial Room	approx. 50 sq. ft.
Mechanical/Electrical	approx. 50 sq. ft.
Gross Motor Area	approx. 300 sq. ft.
Extra Special Activity Area	approx. 500 sq. ft.

Multi-levels and platforms should also be included in the design of classroom space for infants, toddlers, pre-schoolers, and school-age children.

(See Models from State Prototype Study (DCPO) in Appendix)

## **OUTDOOR SPACE REQUIREMENTS**

The Massachusetts Office for Children (see licensing requirements in the Appendix) requires 75 square feet of outdoor space for each child using the playground at any one time. Outdoor play yards customarily include climbing structures, sand area, bicycle path, shed for equipment and other areas dependent on size and design. Space will be limited for outdoor play space, especially in Chinatown, but each facility must develop some useable area for children to play. The Office for Children is flexible enough on this requirement if access to public play areas is available.

## **D. FACILITY DESIGN**

The information which follows is material which has been prepared by Summa Associates as a guide for architects in the planning and design of child care facilities. Some requirements and suggestions go beyond that which is required by the Office for Children. We feel strongly that any design should incorporate the outlined criteria in order to develop a quality facility. (See diagrams in appendix of this document.)

### **Building and Safety**

There shall be at least two separate and independent interior means of egress, as remote as possible from each other and leading directly to grade or to a one hour fire-rated enclosed stairway not more than four feet in height.

Smoke detectors shall be located in the story of use and in the story below. Smoke detectors shall be installed in all accessory spaces of the day care center not used for children.



Interior stairways used as required means of egress shall contain smoke detectors connected to alarms audible throughout the day care center.

All required exit doorways shall be at least thirty-six inches in width. All other egress doorways shall be at least thirty-two inches.

All required egress stairways shall be provided with double handrails on both sides and these shall be continuous including all risers and platforms.

- A. The upper rail shall be not less than thirty inches measured vertically above the nosing of the treads.
- B. The lower rail shall be installed at approximately twenty inches high measured vertically at the face of the riser.

Facilities for twenty-five or more children shall be provided with an automatic alarm system throughout the day care center.

Emergency lighting system-- means of egress lighting shall be provided from an independent power source or other approved auxiliary source of power to assure continuous illumination in case of emergency or primary power loss.

The following indoor space shall be assigned per child, exclusive of hallways, lockers, wash and toilet rooms, isolation rooms, kitchens, closets, offices or areas regularly used for other purposes:

35-50 sq. ft./child: activity space

35 sq. ft./child: assignable space

15 sq. ft./child: non-assignable space

(\*OFC regulations only require 35, 25, and 12 sq. ft./child respectively. However, in order to provide a model center, we feel it is necessary to allot the above described square footage.)

100 sq. ft./child of outdoor space for maximum number of children out at any one time will be allotted.

(\*OFC regulations only require 75 sq. ft./child.)

Any portable or permanent heater in spaces used by children shall be separated from the occupied space by partitions, guards, screens, or other means. Space and unit heaters using combustible fuels shall be prohibited.





Floor and ceiling protection: When the floor occupied by the day care center is above any usable space, the floor shall have a minimum of three quarter hour fire rating. When the floor occupied by the day care center is below any usable space, the ceiling shall have at least a three quarter hour fire rating or the floor above shall be equipped with smoke detectors.

Any paint used in the center must be lead-free.

One toilet and washbasin for every twenty children must be maintained in one or more well ventilated bathrooms.

Both hot and cold running water shall be provided to wash basins and water used by children. There shall be a temperature control to maintain a hot water temperature at no more than one hundred twenty degrees Fahrenheit.

One non-coin operated telephone shall be provided on the premises.

#### **Handicap Provisions**

(Reference to 521 CMR, Architectural Barriers Board): Specific dimensional requirements include the following:

Ramps; maximum slope 1:12

Toilet stall: 5'0" x 6'0" minimum; seat height: 1'5" to 1'7"

Doors: 36" wide minimum.

#### **Lighting**

Avoid harsh, institutional, overhead lighting. Use natural light as much as possible.

#### **Electrical**

Double outlets 12' o.c. in large spaces; or 1 outlet/wall in small rooms.

Mount outlets 4'0" above floors, or 1'0" above counters.

Outlets should have childproof covers.

Provide separate switching for lighting with rheostatic controls.

Provide 220V lines in kitchen and laundry.

#### **Climate Control**



Temperature in child-occupied rooms: 68-72 degrees F. (Measured within 1' of floor (see OFC Reg. 7.11 (4) (e) for minimum requirements.)

Tamper-proof thermostats should be within 36" of floor.

Provide 50-55% relative humidity during heating season.

Provide 5cfm outdoor air/occupant.

If possible, maintain a 2-4 degree F. higher temperature in diaper changing areas. (Do not use space heaters!)

### **Acoustics**

Avoid hard floors, i. e. cement or linoleum, rather than carpeted areas, where high noise level may be a problem.

Avoid "soft" ceiling because of its deadening effect.

Careful attention should be paid to cracks, open joints, wall outlets, air ducts, plumbing, etc. and the effect on sound infiltration.

### **Floors**

Provide/use different colors, textures, and levels. (Infants and toddlers need varied surfaces for crawling/walking/climbing -- include level changes.)

Flooring should resist moisture.

Floor should be utilized as furniture.

Minimize maintenance requirements.

### **Windows**

Use shatterproof tempered glass.

Combine small panes in a pattern to make larger windows. Have windows on at least 2 sides when possible.

Keep windows close to children's height to maximize their visibility.

Windows which open must be screened -- Use hopper windows (which open from the top), not awning windows (which open from the bottom).

(See OFC window regs. 7.11. (4) (i) for specific requirements.)

### **Hardware**



Hardware for children should not be mounted higher than 30" - preferable 24" (if not for children, it should be out of their reach.).

Hardware for children should be scaled to their hand size, be free of sharp edges and protrusions, and be easy to repair and maintain.

If a door blocks off a dangerous area, it should have a simple locking device out of children's reach.

Hardware should be operable from both sides.

(See Building Code (434.6.6) for more specific details.)

## **Signage and Graphics**

Consider using universal symbols and logos easy for children to interpret. Consider other languages if clientel will require such.

Allow for location within children's' sight as well as adults'.

Walls should be able to support changeable pictures both at adult height and at children's level as well.

## **OUTDOOR SPACE**

[The following refers to the availability of some adjacent outdoor space.]

Outdoor areas need to be used year round. An assessment should be made of wind directions, sun angles, and shade conditions that could effect outdoor play areas.

Outdoor space needs to be child-scaled by using the building, trees, hedges, berms, play structures, walkways, etc. to create small and defined areas.

Outdoor areas need pockets of sun and shady areas.

The location of the building should be such that it has sunny exposures in the spring and fall.

All indoor spaces should open directly into protected outdoor spaces to maximize indoor/outdoor play.

Overhangs help to reduce the heat in the building while enabling children to look outside without looking into the sun.

Good drainage is essential in order to use the outdoor space year round and after inclement weather.

Surface materials that dry quickly should be near the entry to the outdoors (paving). Those that dry more slowly (grass, sand) should be farthest from the entry.



## **BUILDING ENTRY**

If possible, a sheltered walkway should lead directly from the parking area to the building.

The area leading to the entry should look residential rather than institutional.

It is helpful for young children to have a view of indoor activities upon approach of the facility

The entrance to the building needs to be obvious and defined by the uses of landscaping, gates, paving, levels, etc.

The entry can be emphasized by a change in the building form such as an extrusion, indentation, 45 degree angle to entry path, etc.

The entrance should be easily monitored by staff at all times.

The building should have only one public entrance.

Child-height windows on the facility should be created so that there is visual access between the outdoor entry and the indoor space for children.

## **CLASSROOM AREAS**

(See layout of classroom curriculum areas in appendix of this report.)

Classroom areas should include:

- \*Quiet, calm areas
- \* Structured materials
- \*Craft & discovery activities
- \*Dramatic play activities
- \*Large motor activities

Beside the aforementioned classroom activity areas, each classroom must provide space for eating, napping, and toileting. The pre-school classroom can incorporate everything into the total space provided, as children will nap on cots or mats set up within their area and use the same tables for eating and doing activities.

Infant and toddler classrooms require changing tables with a sink adjacent to it.

The Infant classroom should also incorporate a separate sleeping area, where cribs are placed 2 feet apart on each end. These can be placed next to a wall, however.

## **Boundaries**

Create solid boundaries, appropriate for activities using the floor by encircling a space with bookcases, storage units, furniture or walls.





Fluid boundaries are achieved by raising the floor level onto a platform 4"-5' high; by enclosing a space with an L, V, or rectangular arrangement of low, carpeted risers; by changing the ceiling level; by creating pools of light, or by the use of color.

Secure all free-standing boundaries, dividers, cubbies, etc against tipping and falling. These need to be bolted to walls or flooring.

## **Materials & Storage Display**

Most materials should be placed directly in the group room on storage and display units accessible to children.

Additional staff storage is required for bulk supplies, materials requiring adult supervision, and those whose use rotates.

Shelves and bins must be clearly labelled, fit the items they hold, and should be displayed attractively and distinctly.

Containers must hold all the pieces at once, be light enough to not usurp the work surface, and be stored adjacent to the work surfaces on which they will be used.

## **Variety**

Provide variety in the physical space by varying floor, ceiling and boundary heights as well as lighting.

Provide sensory variety by varying visual, auditory, olfactory, textural and kinesthetic interests.

Provide unique, separate places for engaging in particular activities: spaces that are warm and cozy, hard and soft, dark and light, large and small, noisy and quiet.

## **Area Size**

Design most curriculum areas for 4 children and 1 adult to use at one time.

Provide at least one space for whole group meetings.

Provide spaces for 1-to-1 interaction between peers or a child and an adult.

Provide private places for a child to be alone to observe others, release emotional anxieties, rest and cry.



## **Privacy**

Wolfe and Laufer distinguish 4 types of privacy:

- \*controlling access to spaces/having a place of one's own.
- \*controlling access to information/being able to tell secrets
- \*Being free from distraction and the bother of others
- °Being alone or by oneself

It is essential that all four types of privacy be provided for children and staff alike.

## **Nature and Light**

Access to nature and the outdoors is vital for children's health and development.

Ideally, every indoor space should have immediately accessible a covered, hard-surfaced outdoor area, and an open outdoor play area beyond.

Indoor spaces require a great deal of natural light and windows that open. Where windows are high, place platforms under them so children can view the outdoors.

Be certain that all windows accessible to children open outward in such a way and never open wide enough for a child to fall or climb out.

For reasons of health, use full-spectrum fluorescent and tungsten light bulbs as much as possible.

## **NON-CLASSROOM AREAS**

### **Janitorial and Service Areas**

Janitor's closets should contain a deep sink and space for pails, mops, vacuums and related supplies. (No child or activity sink should be used by janitors.) All such closets shall be kept locked.

Maintenance closets should be 20-25 sq. feet. Janitorial and maintenance supplies can be located in the basement space in both houses.

Supplies for quick clean up must be in locked closets in activity spaces out of reach of children.

Provide space to store maintenance related tools and supplies for repairs of toys, furniture, building and grounds.



## **Sick Care Area**

Provide a cheerful, pleasant place, easily supervised by staff. This is usually adjacent to the Director's Office so that a sick child can wait for a parent to pick him/her up while be directly supervised or watched by the Director.

A visual, although not necessarily physical, link to activity areas from the sick-care area is desirable.

Provide a locked cabinet, accessible to staff only, for first aid supplies, extra blankets, etc.

## **Laundry Area**

Provide an efficiently equipped and acoustically buffered laundry area, away from child activity spaces, and capable of being closed.

A household size washer and dryer is usually sufficient for the center's use.

Provide appropriate ventilation, electricity, floor drain, washable flat surfaces at adult height for folding, laundry tub with faucets for soaking, storage for clean and dirty linen, locked storage for laundry supplies, etc.

## **Bathrooms**

(OFC regulations require a 1 to 20 ratio of toilets and washbasins to children regardless of their age.) Wherever possible, 1 toilet and 1 washbasin for each 10 children 3 years or older will minimize congestion.

Moore recommends 30-50 square feet per toilet and sink unit. Fixtures utilized by children should be child-scaled or platforms or step-ups should be built around fixtures.

Provide good acoustical shielding of toilet noises, in particular, as these are frightening to young children.

If toilet areas are divided, provide low partitions to make the child feel less enclosed.

Finish materials should be easily cleaned, seamless if possible, and provide visual interest. Avoid large amounts of wall tile.

Basic considerations for all plumbing include:

Sinks with easy-to-get-at traps for removing toys, paper towels, etc.;  
paper towel racks away from toilets; water temperature controls; floor  
drains; adequate ventilation and fresh air.

Water temperature should never exceed 120 degrees F. in any bathroom.



Toilet rooms should contain toilet paper and holders, paper towel dispensers, soap dispensers with liquid soap.

### **Separate Service Entry**

Locate the service core in the center with direct access from the outside.

Service areas should be under administrative control.

Physical barriers must separate outdoor child play areas and pedestrian circulation from all service areas and vehicles.

### **Areas for Parent Participation**

Provide convenient drop-off and pick-up areas, including covered entries, entry and transition spaces that clearly encourage a parent's presence. In each house the foyer will provide this kind of transition space and also serve as an area to store strollers, backpacks, etc.

Display and notice boards at adult heights with items of interest to parents can be located near parent areas and near child activity spaces.

The entry/transition area to every major group space should insure that parents can be out of circulation (4-6' deep).

Storage for strollers, backpacks, car seats and other paraphernalia should be convenient to this entry.

### **Parent/Staff Conference Area**

Conference area should be convenient to staff offices, should be acoustically buffered from, but might visually overlook, play spaces.

Area should be equipped with comfortable informal seating, for 5-7 adults, and requires approximately 100-180 square feet.

Locate the area convenient to lavatories, circulation, coffee and snacks, coat racks.

Conference area might double as a library/resource area, or parent room.

### **Storage for Indoor Equipment**

Always plan for more than enough, rather than underestimate, the amount of future storage required.





Include a volume for bulk storage in the building whose floor space is at least 15-20% of the whole building area. Moore recommends a minimum of 20 cubic feet of lockable out-of-reach storage per activity area.

### **Storage for Outdoor Equipment**

If the storage area cannot be entered by an adult, it should be shallow and long so all items are visible and easy to access.

Large storage areas should have good head room, lighting, circulation space, appropriate shelves, hooks, bins, and drawers for the items to be stored. (Trikes, wagons and wheeled toys can be hung on walls to clear floor space.)

To prevent theft, provide secure locks and design and locate the shed to be inconspicuous.

Design the shed to be usable on the outside as play equipment i.e. climber, slide, etc.

For this center we assume that the basement space will again be used for storage of large outdoor play equipment. Building a shed at the tot-lot may be a future consideration

### **Kitchen/Food Preparation**

One meal and one or more snacks must be served if children stay between 4 and 9 hours.

Two meals and several snacks should be served if they stay for 9 hours or more.

Health department inspection is required when hot meals are served to 13 or more children.

Provide some means to refrigerate and warm food brought from home, set up and store snacks.

Provide a fully equipped kitchen complete with stove, oven, sink, refrigerator, storage, counters and a means of sanitizing bottles, utensils and dishes.

All kitchens must be designed with controlled access to keep children out unless they are under supervision. (A dutch door can allow viewing into the kitchen while limiting accessibility to children.

All food preparation areas should be planned for use by both adults and children. Storage of dishes, glasses, utensils and some work surfaces should be at child height.

A microwave oven and a small refrigerator should be located in the infant classroom. Only one kitchen is necessary for both buildings.



## **Officea for Administration**

The Director's office and an area for staff/director to meet with parents must be provided.

An adult washroom should be provided

Provide appropriate acoustical separation from noisy areas.

## **Staff Lounge**

Provide at least one visually and acoustically separate area for the staff lounge.

Locate the lounge convenient to adult lavatories, circulation, administrative and parent spaces.

## **Individual Staff Needs**

Provide some workspace and/or storage space for each staff member.

Provide telephones accessible to staff for private conversations.

Provide centrally located individual mail boxes, notice boards, and other means of intra-center communication.

Provide easily accessible adult washrooms.

## **Social Service and Other Specialists**

Each regular specialist will require private space for lockable files, desk/work surface, storage, and a quiet place to plan and think.

Some or all may require a separate, cheerful therapeutic space. These will need to be equipped appropriately with child and adult furniture, outlets, and unobtrusive means of observation, acoustical privacy, mirrors.

Plan sufficient space for the potential presence of these specialists in advance. To conserve space, explore ways in which they may share office and treatment areas.



## **PLAYGROUND DESIGN CRITERIA**

### **Infants and Toddlers**

Young children need a safe, low stimulating environment which is physically, and possibly even visually, separate from the play environment of older children. Yet their play area needs to encourage active exploration and provide safe challenges for the adventuresome toddler.

Infants will need a soft grass area with shade. Crawling babies and toddlers need to explore level changes, different spatial experiences and a variety of textures.

Toddlers need a variety of opportunities to climb up and climb into. Portable, modular equipment such as ramps, tunnels, boards, moveable stairs and supporting frames can be used to create different levels and climbing experiences.

### **Pre-School Children**

Provide for:

- Multi-function play structures

- Tire swings or pump swings

- Wheel-toy play

- Sand-play area

- Grassy Area

- Fencing which encloses entire play area as well as sectioning off area for infants/toddlers

- Access to toilets and drinking water

- Landscaping

- Outdoor shed for toys and equipment



## E. SUGGESTED EQUIPMENT LIST

Infant Rooms. (Each infant room should be equipped with the following:)

Cribs/mattresses/bumpers (7)

cradle (1)

swing-o-matic (1)

infant feeding seats (7)

walkers (2)

sassy seats/chairs (7)

table (1)

microwave oven (1)

refrigerator (counter top) (1)

diaper pail (1)

wastebasket (1)

strollers (doubles and triples) (3)

geri-pack (1)

mirror (large floor mirror) (1)

foam pads/futon (1 set)

sheets (7)

adult rockers (2)

bulletin board (2)

bibs (10)

telephone with intercom (1)

clock (1)

record player (1)

rattles (7)

balls (4)

blocks (2 sets)

trucks (4)

dolls (5)

busy boxes (2)

jack-in-the-box (1)

toy telephones (2)

storage shelves (2)

records (10)

stacking toys (4)

dumping toys (3)

pull toys (2)

blankets (7)

towels (7)

washcloths (7)

utensils

Built-Ins:

changing table (1)

cubbies (7)

large sink near

food area (1)

different levels/

storage units (2)





Toddler Rooms (Each toddler room should be equipped with the following:)

cots (9)	large stringing beads (1)
chairs 8" (9)	toy kitchen set with dishes & table (1)
chairs adult (2)	
tables (2)	
diaper pail (1)	puppets (8)
wastebasket (1)	peg board (2)
book display (1)	
	Fisher-Price Farm (1)
storage shelves for toys (3)	Dressy-Bessie doll (1)
mirror (1)	riding toys (3)
adult rocker (1)	musical instruments (5)
child rocker (1)	blankets (9)
bulletin board (2)	towels (9)
plexi-glass easel (1)	washcloths (9)
chalk board (1)	utensils
sand/water table (1)	bibs (9)
telephone with intercom (1)	smocks (9)
books (20)	Built-Ins:
balls (5)	Changing table with storage shelves (1)
blocks (2 sets)	Cubbies (9)
trucks (8)	Child-size classroom sink (1)
dolls (5)	Loft (1)
toy telephones (3)	Storage units (2)
push/pull toys (6)	
records (15)	
puzzles (10)	
Bristle Blocks (1 set)	

Pre-School & After-School Classrooms (Each pre-school and after-school classroom should be equipped with the following:)

cots (16)	toy telephones (3)
easels (2)	board games (6)



storage shelves for toys (4-5)  
 water/sand table (1)  
 woodworking table (1)  
 clock (1)  
 wastebasket (1)  
 tables (4)  
 chairs (10') & 2 adult (16)  
 telephone with intercom (1)  
 mirror (1)  
 child rockers (2)  
 bulletin boards (3)  
 chalk board (1)  
 book display (1)  
 record player (1)  
 books (25)  
 records (20)  
 trucks (10)  
 blocks (2 large sets)  
 child-size sink (1)  
 felt-board (1)  
 leggos (1 set)  
 lincoln-logs (1 set)  
 balls (5)  
 dolls (7)  
 housekeeping equipment (1 set)  
 (toy stove, refrigerator,  
 table & chairs, sink, etc.)  
 toy dishes (1 set)

puppets (10)  
 musical instruments (10)  
 plastic farm animals (10)  
 plastic jungle animals  
 peg boards (2)  
 lacing forms (set)  
 magnets/scales (3)  
 other block toys (5)  
 dramatic play props (set)  
 blankets (16)  
 towels (16)  
 washcloths (16)  
 utensils and dishes (16)  
 smocks (16)  
 Built-ins:  
 cubbies (16)  
 storage units (3)  
 loft (1 or 2)  
  
 puzzles (20)

Office (Each center's office should be equipped with the following:)

desks (2)  
 chairs (3)  
 file cabinets (2)  
 computer/desk (1)  
 conference table (1)

lamps (2)  
 clock (1)  
 first aid kit (1)  
 bulletin board (2)  
 wastebasket (2)



coffee table/End table (1)  
copy machine (1)  
typewriter (1)  
telephone with intercom (2)

storage unit (1)  
book shelves (2)

### Staff Lounge

Chairs (6)  
telephone with intercom (1)  
refrigerator (1)  
microwave oven (1)  
couch (1)  
table (1)  
coffe table (1)  
lamps (2)  
clock (1)  
coat rack (1)

bulletin board (1)  
wastebasket (2)  
storage unit (2)  
book shelves (2)

### Isolation Room

cot/crib (1)  
clock (1)  
rocking-chair (adult size) (1)  
record player (1)  
books (8)  
dolls (2)  
manipulatives (3)  
records (3)

storage unit (1)  
bookshelf (1)  
sink (1)



### Kitchen and Laundry

stove/oven (1)  
refrigerator (1)  
dishwasher (1)  
clock (1)  
washer/dryer (1)

storage units (1)  
sink (1)  
counter space (1)  
plates/utensils/  
pots/pans, etc.  
first aid kit (1)

### Playground

balls (5)  
push/pull toys (5)  
climbing equipment with deck (1 set)  
tunnels (2)  
wagons (2)  
water area

pails (5)  
trikes (5)  
shed (1)  
easels (2)  
shovels (10)  
jump ropes (2)

### Art Supplies

paper: newsprint, drawing, construction, tissue, easel  
crayons  
magic markers  
paints: tempera, finger, water-color, powder  
paint brushes (all sizes)  
scissors (adult and child sized)  
clay  
glue  
paste  
craft sticks  
pipe cleaners  
felt  
glitter





pens  
pencils  
chalk  
tape: masking, transparent  
stapler/staples  
pads of paper  
rubber bands  
paper cups  
brass fasteners  
clear contact paper

#### General Maintenance Equipment

hammer  
hose  
ladder  
wrench  
broom/dustpan  
vacuum cleaner

screwdriver  
extension cords  
trash barrels  
fire extinguishers  
pails

#### HELPFUL HINTS

- \*Rolls of linoleum are better to use than are squares.
- \*Make sure there are plenty of tackable surfaces. We suggest using Homosite.
- \*Non-staining and darker colored carpeting remains nicer looking longer.
- \*Pea gravel is a nice playground surface as well as are grass and sand. (Wood chips don't work as well).



\*Plastic slides are less affected by temperature changes than are metal ones.

\*Because of young children's activities, toilet paper dispensers which control the number of pieces to be taken can save both paper and frustration.

## **E. PROGRAM GOALS AND PHILOSOPHY**

### **CHINATOWN AND RUGGLES CENTER CHILD CARE CENTERS**

The following material has been developed by Summa Associates as a guide for program planning and curriculum development for the Chinatown and Ruggles Center Child Care Centers which will be developed by Metropolitan Structures/Columbia Plaza Venture. It describes a philosophy for the future programs, program goals, developmentally appropriate practices, and policies and procedures of the centers. It is our hope that this information will serve as general criteria in the selection of a provider for each program and that the provider selected will be in agreement with the principles and foundations of this philosophy. Since the Chinatown center will accommodate mostly Asian children, it will be a bi-lingual program throughout. Therefore, several staff members will need to be Asian and be able to speak and write Chinese for both children and parents. The Center Director must be able to use available resources in order to incorporate the Asian culture into the program as well as rely on bi-lingual staff members to carry out this aspect of the program.

Since the Roxbury center will be predominantly Black, Hispanic, and Cape Verdean children, the curriculum will need to reflect those cultures throughout as well in all planning. Once again staff needs to be supportive and serve as a resource for the incorporation of this multi-cultural influence. Black history, African studies and influences, Latin American culture, etc. must be ever-present.

### **Introduction**

Both the Chinatown Center and the Ruggles Center will be licensed by the State of Massachusetts managed by a professional child care entity chosen through an RFP process. The child care provider should be dedicated to quality standards for environment, teacher-child interaction, and program. The on-site Center Directors will be under the supervision of the management team, i.e. the selected child care provider. A supervisor representing the provider will visit the centers on a regular basis and actively participate in center functions. The centers'



curriculum should foster the development of the whole child with opportunities for social, emotional, physical and intellectual growth.

The program should incorporate an "open learning center" approach which allows children to choose from a variety of indoor and outdoor activities. For infants and toddlers, the program should offer a nurturing environment, stimulation, and developmental activities. Preschoolers should learn about themselves, their families and their world through the curriculum. The curriculum model we have chosen is known as The High/Scope Cognitively Oriented Curriculum.

## **PHILOSOPHY**

The Chinatown and Ruggles Center Child Care Centers should be based on the belief that the home and family provide the best model for a child care center. On the basis of this belief, the Centers should be designed to be a warm, nurturing environment. At the same time, professional staff should recognize the importance of the early years in building a child's learning patterns and plan educational activities to encourage the development of pre-academic skills.

At the Centers attention should be focused on the development of "the whole child "; with equal emphasis given to the physical, social, emotional and intellectual development of the child. Each child should be viewed as an individual with a growth pattern unique to his/her own being. Familiarity with individual growth patterns enables the staff to know what to expect of each child and how best to take him/her from one skill level to the next in a way that is challenging and leads to success.

The family should be considered the core of the program's philosophy. Parents and staff act as partners in the education of the child. Parental input should be encouraged and welcomed.

## **Curriculum**

Successful functioning within society requires the development of one's ability, the mastery of skills, and an understanding of the world.

Thus, the underlying theory of the program should be developmental in nature. This means that the program recognizes that children go through sequential stages of development in a variety of skill areas, as Piaget defined in his research. As a result, the High/Scope Curriculum which adheres to this theory and has a well established and successful reputation has been selected. The Cognitively Oriented Curriculum or High/Scope Curriculum was developed by David Weikart in Ypsilanti, Michigan and is based on Piaget's theories. The program includes visits to the home where the teachers work with parents to promote children's cognitive growth as well as a center-based cognitive curriculum. It has been used extensively in Head Start programs



throughout the country and has proven to be successful approach for inner-city children. Most child care experts agree that the curriculum offers a model program which can be adapted easily to different settings and groups.

There are several points central to this curriculum:

1. Children need to master one level before moving to the next.
2. Children's growth may be uneven, quick in some areas, slow in others.
3. The various areas of growth are inter-related and affect one another.
4. The process of development is unique to each child and dependent on mastery of each developmental step.
5. Children learn through experimentation and interaction with the environment and with others.
6. Caregivers must build, not direct or control, the thoughts and actions of children.
7. Children must have daily opportunities to decide what they want to do.
8. The child's daily plan provides the starting point for teaching.
9. Certain key experiences are essential to children's early intellectual growth.

## HIGH/SCOPE CURRICULUM

Since children learn from personal interaction with their world, direct experiences with real objects and the application of logical thinking to their experiences, the role of the center is to provide an environment that promotes active learning and to help children think about their actions.

To create a setting in which children can become active learners, a consistent daily routine must be established. This is extremely important in a multi-cultural and culturally rich curriculum. In the High/Scope curriculum, the daily routine is a plan-do-review sequence that incorporates clean-up and small and large group activities. This plan-do-review cycle permits children to make choices about their activities and keeps the caregiver intimately involved in the whole process.

The following are the important components of the daily routine:

### Planning Time

Planning time gives children a consistent and structured opportunity to express their ideas to adults and see themselves as individuals who can make decisions. During this time, children discuss their plans with the caregiver by forming mental images of the ideas and developing a plan of action.

### Work Time

This is the "do" part of the plan-do-review cycle and occurs when the child has finished planning. It is usually the longest activity period of the day. The caregiver does not lead these





activities but rather encourages and extends the experience with the child. During this time children use various areas of the room including: housekeeping, manipulatives, art, blocks, library, sand and water.

#### Clean-Up Time

Clean-up time comes after "doing". Children are expected to put things away in their proper place. By doing so, children learn and use many basic skills.

#### Recall Time

This is the final part of the plan-do-review cycle and gives the children the opportunity to discuss their work time experience. A child may recall all the names of the children involved in the plan, talk about problems encountered, draw pictures or make models of what was done.

#### Small-Group Time

During small-group time, the care-giver presents a structured activity. These activities are drawn from the High/Scope key experiences and various other ideas. Small-group times are geared to the children's needs, abilities, and interest, and do not follow a prescribed sequence of lessons.

#### Large-Group Time

This is a time for all children to meet together with an adult for 10-15 minutes of playing games, singing songs, doing finger plays and basic movement exercises. Circle time allows each child to participate in a large group and share the ideas of others. This is the time in particular where cultural emphasis can be highlighted within the program via group songs and stories which depict cultural diversity.

High/Scope is a cognitively oriented curriculum with both teacher and child planned and initiated activities. The activities revolve around key experiences intended to promote intellectual and social development. As stated earlier, the curriculum is based on the developmental theory established by Jean Piaget and is a combination of this cognitive theory, practical classroom experience and research about how young children grow and develop intellectually.

This basic theory has become the foundation of how High/Scope is implemented in the preschool program.

In the High/Scope curriculum teachers:

- Understand how young children learn.
- Build upon, not direct or control, the thoughts and actions of children.
- Provide children with daily opportunities to decide what they will do.
- Incorporate key preschool learning experiences into the daily activities.



## **High/Scope Curriculum Long-Range Goals**

The foundation of the High/Scope curriculum recognizes the following long range goals:

1. Develop each child's ability to make choices and decisions about what to do, how to do it, and how to use his or her own time and energy.
2. Develop each child's self-discipline and ability to identify, pursue, and complete self-chosen goals and tasks.
3. Develop each child's ability to work with other children and adults in group planning, cooperative effort, and shared leadership.
4. Develop each child's ability to develop knowledge of objects, skill in the arts, and comfort with physical movement.
5. Develop each child's ability to express thoughts, ideas, and feelings; to speak, dramatize, and graphically represent experiences in order to communicate them to others.
6. Develop each child's ability to comprehend other's spoken, written, dramatic, and graphic representation.
7. Develop each child's ability to apply his or her reasoning abilities to a wide range of situations using a variety of materials.
8. Develop each child's creativity, initiative, spirit of inquiry, and openness to knowledge and other people's viewpoints.

## **Facility**

For the young child, the world of learning needs to be tangible, whereby they "do" things and it is meaningful to the rest of their lives. The Center should be an environment created especially for young children by experts in the field of early childhood education and be designed to foster interaction and learning. As a result, the environment is exceptionally safe and interesting and provides a wide variety of opportunities for learning. The play yard and classrooms should create an indoor-outdoor play environment with opportunities for dramatic play, arts and crafts, concept development, large and small muscle activities, music, movement, science and language activities.



## **Important Factors In the High/Scope Curriculum**

### **A. Room Arrangement**

The arrangement of the environment determines the quality of interaction in the room with both materials and other children. The arrangement of the room needs to encourage the exploration of materials, provide children with opportunities to make choices, make friends and become increasingly self-confident. The environment needs to be exciting and stimulating and yet be orderly enough so that preschoolers can find materials and put them away easily.

#### **Step 1: Learning Centers**

Learning centers are developed in each classroom to provide a variety of choices and learning experiences for each child. Some children will grasp a concept such as space better in large muscle play; others may grasp it through the use of art. Developing concepts through different centers provides the child with the opportunity to learn through various means. Most learning centers are developed so that 1 to 4 or 5 children can use it at once. (See diagram in appendix.)

#### **Art Center**

##### **Goals:**

1. Self-expression through use of art materials.
2. Development of fine muscles
3. Experience with use of colors, textures, media, etc.
4. Development of the senses -- visual, touch, taste, smell, hearing
5. Language development.

##### **Guidelines and Procedures for Teachers:**

1. Set out art materials on table as attractively as possible (use baskets, colorful tissue paper, etc.)
2. Set out enough materials for four to five children to work at one time. Example: Several containers of glue, several pairs of scissors so children don't have to wait too long for a turn.
3. Put out colors in paint cups for easel painting. Have several sheets of newsprint on easel.



4. Write child's first and last names on their art work. Use upper and lower case letters.

Example: Mary Jo Zita.

5. Clean up the art area thoroughly, returning all materials to their proper places. Involve the children in clean-up as much as possible.

6. Remember to allow the children to "do their own thing" with the art materials.

7. Remember that it is the "process" rather than the "product" that is important.

8. What to say:

- a. "Those are nice colors you are using."
- b. "I'll write your name so we'll know that this belongs to you."
- c. "You seem to be having fun painting today."
- d. Please do not ask a child "What is it?", or "What are you making?"

He/she may not be making anything. (See #7)

e. Sometimes when a child is being creative, it is better not to say anything at all. Allow him/her to create.

f. Respect a child's work at all times. A sincere statement such as "that's nice", or "I like that" (if you do) is enough. "Let's put it here to dry", will suffice if you don't.

9. Collage and other dry art materials should always be available.

## **Block Center**

### **Goals:**

1. Development of small and large muscles.
2. Creative self-expression through constructing and dramatic play.
3. Basic mathematical concepts (numbers, sizes, shapes, etc.)
4. Development of the senses (e.g., visual, touch).
5. Encourage cooperative play.
6. Language development.

### **Guidelines and Procedures for Teachers:**

1. Blocks should be attractively stored and displayed on their proper shelves.
2. Number of children in the block area should be limited to four or five for comfortable play.
3. "Building" should be out of a traffic path in order to keep others from tripping.
4. "Building" should be limited to a safe height. A good rule is the child's shoulder height.





5. Help children learn the responsibility of putting blocks and other materials back in their proper places.

6. Blocks work best on carpeted areas.

### **Dramatic Play Center**

#### **Goals:**

1. Development of the ability to "be someone else" and thus understand oneself and others better. Ability to imitate other roles.
2. Creative self-expression through role-playing.
3. Cooperative play with others.
4. Release of frustration by acting out roles. By dealing with things at his own level, the child is more able to cope with the adult world around him.

#### **Guidelines and Procedures for Teachers:**

1. Limit the number of children in the area to four or five, or however many can play cooperatively and comfortably together.
2. Dramatic play clothes should be clean and in good shape.
3. Remember to see things through a child's eyes. Laugh with the child, not at him. Respect his dramatic play. Remember not to interfere as the children interact and cooperate with each other. Do not involve yourself in the child's play in this area unless it is the child's suggestion.
4. At clean-up time, encourage the children (with teacher's help) to put the doll corner back in order.
5. Include different kinds of dramatic play, such as the post office, doctor's office, or beauty shop. Once again this is an opportunity to incorporate the cultural influence into the curriculum.

### **Manipulative Center**

#### **Goals:**

1. Development of small muscles.
2. Development of eye-hand coordination.
3. Numbers, matching, categorizing, selecting, shapes, sizes, colors, cognitive learning.



4. Ability to persist and see a task to completion.
5. Ability to feel successful at having accomplished a task on his/her own.

#### Guidelines and Procedures for Teachers:

1. Sit at the children's level and be alert to "teachable moments." Make the child alert to things he might overlook by making comments such as the following:

Do you have many or few pegs?

Are there more dots on this domino, or on this one?

Can you count the wooden clowns?

How many red ones do you have?

Which one is larger, this one or this one?

Can you put the ones that are alike together in one bunch?

How is this one different from that one?

Which one is on top? Which one is on the bottom?

2. Remember not to bombard the child with questions, but wait for a moment when your comment will help him expand on what he already knows.

3. Encourage the child to share and take turns.

"Tisha, perhaps you and Adam can use the pegs together. There are plenty for you both".

"Michael, Ting can do the puzzle by himself. If you want to do this one, you can have a turn when Ting finishes. Maybe you can find another one to do while you are waiting."

#### **Book Center**

##### Goals:

1. To develop the child's attention span.
2. To help the child develop an appreciation for books.
3. To build vocabulary through language and conceptual development.
4. To develop an attitude of caring for books.
5. To develop visual and listening skills.
6. To develop hand-eye coordination.
7. To provide an opportunity for group and individual involvement.



8. To develop an understanding of and appreciation for the child's own culture as well as that of other cultures.

#### Guidelines and Procedures for Teachers:

1. Encourage children to look at books.
2. If reading, try to read to a small group of children and respond to their statements.
3. While reading, the book should be held up in one hand away from you so that all the children can see what you are reading.
4. Display books attractively on the bookshelves so that children learn respect for books.
5. Books should be put back on the bookshelves.  
"Let's put this book on the shelf and get another one."  
"Books belong on the shelf when you are finished, not on the floor."
6. Choose books that are easy for the children to understand and that have large pictures.
7. Be alert to listless, bored children. Walk up to the child and say:  
"Jose, I have a book I'd like to share. Come see."
8. Provide quiet comfortable places for children to read by themselves.
9. In the bi-lingual program children should be exposed to books in both languages.

#### Discovery Center (Science)

##### Goals:

1. To make science an interesting and enjoyable subject.
2. To make the child aware of nature.
3. To understand how things grow.
4. To develop the senses: sight, smell, touch, hearing, and taste.
5. To form new ideas and expand on ones the child already has about the world around him.
6. To interpret scientific principles at the child's level.
7. To develop a curious, questioning attitude.

#### Guidelines and Procedures for Teachers:

1. Display nature items attractively on the science table for children to observe, feel, etc.
2. Draw attention to new and interesting items which have been brought in.



3. Ask appropriate questions that will guide the child's learning.
4. **Respect** the child's responses even if they are wrong. They are doing their best.

Examples:

Have you ever seen anything like this before? Where?

Where do you think this comes from?

What does it look like?

What color is it?

How does it feel?

5. When conducting cooking experiences, allow the children to participate as much as possible. Verbalize as you do.

### Outdoors

Goals:

1. To develop large muscles and small muscles.
2. To develop the senses through sand and water play.
3. To develop cooperative and social play.
4. To foster learning outside as well as inside.

Guidelines and Procedures:

1. Reinforce outdoor limits; children are not allowed to climb on the fence, and materials are kept in their proper areas.

2. Encourage and reinforce cooperative play.

3. Take advantage of "teachable moments".

"Randy, how does the sand feel on your hands - rough or smooth, dry or wet?", etc.

4. Water table, special outside activities, sand toys and porch area, should be used continually throughout the day.

### Work Table

Goals:

1. To develop small muscles.
2. To freely create from open-ended materials.





## Guidelines and Procedures for Teachers:

1. Organize materials.

2. Choose limited but interesting amounts of small muscle items. For example: markers, bumpy paper and the hole punch may be out for a few days. The items then may change to pencils, stencils and scissors for a few days.

3. Allow children to freely explore the materials at hand.

4. Activities should be open-ended and not geared to a product.

### **Step 2. Storing Materials**

Each center should have the materials used in this area labeled so that children can put away the equipment easily. Labels can be all kinds of things:

- Real objects (A bead glued to a bead storage bin)

- Catalog pictures of materials

- Sketches

- Photographs

These labels can be placed in plastic bags that are attached to the shelf. This way the materials can be changed within the center and a new material card slipped into the bag.

Within each center, similar items need to be stored together. Items such as pots and pans can be hung so size differences can be apparent to the children.

Each center needs to have enough materials and a large enough variety of materials to provide children with choices.

All materials within the childrens' sight and reach should be available for their use.

### ***B. Daily Routine***

The daily routine consists of a sequence of events that occur each day in the classroom. The length of time spent on each component of the routine will vary from room to room but will follow the same basic principles.

These principles are:

The daily routine is consistent. This consistency enables child to predict what will happen and develop internal controls.

The daily routine is centered on the child's need for active play and decision making.

The daily routine provides opportunities for children to become responsible for creating activities for their own learning.



The daily routine provides for a variety of interaction with both children and adults. There is time for each child to work individually with a teacher, in a small group, in a large group, alone, and with other children.

### REPRESENTATIVE DAILY SCHEDULE

The schedule varies dependent upon the age group to which it applies. The schedule below is representative of the three- and four-year old age group.

7:30 a.m. - 8:00 a.m.	Greeting and Breakfast
8:00 a.m. - 8:20 a.m.	Outdoor Play
8:20 a.m. - 8:45 a.m.	Circle Time and Planning Time
8:45 a.m. - 9:30 a.m.	Work Time
9:30 a.m. - 9:45 a.m.	Clean-up
9:45 a.m. - 10:00 a.m.	Recall & Snack
10: 00 a.m. - 10:20 a.m.	Small Groups
10:20 a.m. - 11:10 a.m.	Outdoor Play
11:10 a.m. - 11:20 a.m.	Lunch Preparation
11:20 a.m. - 11:50 a.m.	Lunch
11:50 a. m. - 2:45 p. m.	Brush Teeth, Quiet Time, Nap
2:45 p.m. - 3:30 p.m.	Put Cots Away - Snack
3:30 p.m. - 3:45 p.m.	Circle Time
3:45 p.m. - 4:15 p.m.	Work Time
4:15 p.m. - 4:50 p.m.	Outdoor Play
4:50 p.m. - 5:00 p.m.	Clean-Up Children
5:00 p.m. - 6:30 p.m.	Manipulatives, Quiet Activities One-to-One Individual Attention

### ***C. Key Experiences***

(The following is taken directly from the High/Scope Educational Research Foundation materials.)

Key experiences in active learning:

- Exploring actively with all the senses.
- Discovering relations through direct experience.
- Manipulating, transforming and combining materials.



- Choosing materials, activities, purposes.
- Acquiring skills with tools and equipment.
- Using the large muscles.
- Taking care of one's own needs.

Key experiences in using language:

- Talking with others about personally meaningful experiences.
- Describing objects, events and relations.
- Expressing feelings in words.
- Having one's own spoken language written down by an adult and read back.
- Having fun with language: rhyming, making up stories, listening to poems and

stories.

Key experiences in representing experiences and ideas:

- Recognizing objects by sound, touch, taste, and smell.
- Imitating actions.
- Relating pictures, photographs, and models to real places and things.
- Role playing, pretending.
- Making models out of clay, blocks, etc.
- Drawing and painting.

Key experiences in developing logical reasoning.

## CLASSIFICATION

- Investigating and labeling the attributes of things.
- Noticing and describing how things are the same and how they are different.

Sorting and matching.

- Using and describing something in several different ways.
- Describing what characteristics something does not possess or what class it do belong to.
- Holding more than one attribute in mind at a time (Example: Can you find

something that is red and made of wood?)

- Distinguishing between "some" and "all".

## SERiation

- Comparing: Which one is bigger (smaller), heavier (lighter), rougher (smoother), louder (softer), harder (softer), longer (shorter), taller (shorter), wider (narrower), sharper, darker, etc.



- Arranging several things in order along some dimension and describing the relations (the longest one, the shortest one, etc.)

## NUMBER CONCEPTS

- Comparing number and amount: more/less, same amount, more/fewer, same number.
- Comparing the number of items in two sets by matching them up in one-to-one correspondence (i.e., are there as many crackers as there are children?)
- Enumerating (counting) objects, as well as counting by rote.

Key experiences in understanding time and space:

## SPATIAL RELATIONS

- Fitting things together and taking them apart.
- Rearranging a set of objects or one object in space (folding, twisting, stretching, stacking, tying) and observing the spatial transformations.
- Observing things and places from different spatial viewpoints.
- Experiencing and describing the positions of things in relation to each other (e.g., in the middle, on the side of, on, off, on top of, over, above).
- Experiencing and describing the direction of movement of things and people (to, from, into, out of, toward, away from)
- Experiencing and describing relative distances among things and locations (close, near, far, next to, apart, together).
- Experiencing and representing on own body: how it is structured, what various body parts can do.
  - Learning to locate things in the classroom, school, and neighborhood.
  - Interpreting representations of spatial relations in drawings and pictures.
  - Distinguishing and describing shapes.

## TIME

- Planning and completing what one has planned.
- Describing and representing past events.
- Anticipating future events verbally and by making appropriate preparation.
- Starting and stopping an action or signal.





- Noticing, describing and representing the order of event.
- Experiencing and describing different rates of movement.
- Using conventional time units while talking about past and future events. (morning, yesterday, hour, etc.)
- Comparing the time periods (short/long, new/old, young/old, a little while ago, a long time).
- Observing that clocks and calendars are used to mark the passage of time.
- Observing seasonal changes.



## **NUTRITION**

### **Food Program**

The food program should consist of two snacks a day, breakfast for those children who arrive before 8:00 a.m., a hot lunch prepared at the center, and an evening meal for the extended hour program. Snacks should contain food components and quantities set forth by good nutrition guidelines. Food will be prepared with reduced amounts of salt, sugar, and fats and an increased use of whole unprocessed foods. Meals should be planned by the Center Director along with the center's health consultant and nutritionist. The provision of good foods is a means of safeguarding the health and well-being of the children while contributing to a better understanding of good nutrition and the formation of good food habits. (See Sample Menu in Appendix.)

### **Family Style Dining**

Children eat in their respective classrooms at the activity tables provided in the room. All meals and snacks should be served family style. This means that staff sit with the children and eat the same food. Food should be placed in small, manageable bowls so that children can learn to serve themselves and to pass food around the table. Staff members need to work on helping the children develop positive attitudes toward food. Children should be encouraged to try a small portion of food served, but are not required to eat everything.

### **Mealtime Environment**

Meals and snacks should take place in small groups. During meals, there should not be any outside activities which could detract from the meal. Staff can use this time to have pleasant conversations with children that help maintain a calm and relaxed atmosphere. Staff help to set the tone by displaying a positive attitude toward all food and should encourage children to try a little of everything. Children should not be rushed through mealtimes. Food should never be used as a means of either rewarding a behavior or withheld as a means of discipline.

## **HEALTH POLICIES**

Each child is required to have a signed health and immunization record before admission to the program. It is very important that accurate records be maintained at all times. The



Center can dispense medication with parent permission. The parent must fill out a form requesting that medication be given, the time of day it is given, dosage, and other pertinent information. All medication should be stored in the staff room and never left in the child's cubby or on the counter.

In the event that a child becomes ill while at school, the isolation area is where the child can lie down away from the rest of the children. The parent or emergency contact person is then notified and the sick child removed from the center as soon as the child can be picked up. The director must be informed whenever a child becomes ill; it is his/her responsibility to call the parent. An ill child should never be left unattended.

If a child has a contagious disease, the Director needs to be notified immediately so that other parents can be informed.

Contagious diseases are:

- Chicken Pox
- Measles
- German Measles
- Infectious Hepatitis
- Mumps
- Whooping Cough
- Poliomyelitis
- Strep Infection
- Scarlet Fever
- Diphtheria
- Meningitis
- Pink eye - Conjunctivitis

Contagious skin diseases are:

- Athlete's Foot
- Head Lice
- Impetigo
- Poison Oak
- Ringworm
- Scabies



## **SAFETY**

The top priority of any Center is the safety and well being of the children. Many accidents can be prevented by careful planning and supervision. Children need to be supervised at all times whether they are napping, playing indoors, outdoors, or eating. It is the responsibility of the staff to help the children understand the safety precautions and why they are important.

## **LIMITS**

It is often effective for staff to have children help establish limits for the classroom and outdoor environment. These limits, or rules, should be simple, few in number, and consistent. In implementing a new rule, children should be given time to change the previous behaviors. This takes time and requires patience on the part of the adult.

## **EMERGENCY PROCEDURES**

Fire drills should be conducted at least once a month by the administrative staff. It is the responsibility of each staff member to become familiar with the evacuation procedures. An evacuation plan should be posted in each classroom by the exit. These must follow OFC regulations for all emergency procedures.

## **PARENT/STAFF COMMUNICATION**

It is a basic goal of the center to have parents be active in the programs. All staff members are expected to help keep channels of communication with parents open and clear. The following avenues should be created to keep parents informed about center happenings and to give them opportunities for input:

- Daily notes from teachers to parents regarding their child's day.
- Parent bulletin boards containing messages about classroom happenings and center information which will be important to them.
- Newsletters can be published to provide Center information as well as parenting tips.
- Open houses should be scheduled by center staff to give parents an opportunity to experience their child's class with them.
- Parent-Teacher conferences should be held by center staff twice a year. Parents should be able to request additional conferences at any time.





- A Parent Advisory Board should be established and should meet several times a year. Meetings should be open to any parent with a child enrolled in the program.

In addition, parents should be welcome to visit the center and be encouraged to share ideas and/or concerns with the staff.

Staff should inform parents of special happenings with the child on a daily basis and encourage parents to share home events that effect the emotional well-being of the child.

Staff should be encouraged to incorporate the special talents of parents into the program.

Daily contact can be on a formal or informal basis. The teacher should always take the initiative to share information with parents; it is the teacher's responsibility to keep parents informed and involved.

It is very important that the teacher share positive information with the parent at the end of the day. It is difficult for the parent to be bombarded at the end of a work day with negative comments regarding their child. If a staff member has a specific problem that needs discussing, it is a good idea to first discuss it with the Center Director and then set an appointment to discuss it with the parent.

Complaints and questions from parents are easier to handle if teachers view parents as partners in their child's care. Staff members are asked to encourage parents' comments and respond positively. Parents need to feel that they are being heard. All major compliments and complains should be shared with the Center Director. Parental comments are often an opportunity to improve the Center program.

A child or family should never be discussed in front of another parent or with another parent, even mentioned in passing.

## SEPARATION

Once a child is old enough to conceptualize his/her parent, he/she is then old enough to begin to worry about that parent's return. This fear can be seen even when the parent has only left the room momentarily. Separation anxieties are normal and a healthy part of the developmental process related to establishing trust.

Staff can help parents to regard some negative types of behavior as normal and work closely with the parent to alleviate the negative behavior. Staff can encourage parents to do the following, which will help the child through the difficult moments:

1. Since children mirror parents' attitudes, parents and teachers should be positive and talk happily about the fun and new friends the child will have at the Center.
2. Parents should explain to their children when they will leave and when they will return. Parents should be sure to return on time in order to build a sense of trust in the child.



3. Parents are encouraged to spend a few minutes with their child in the center before leaving for their job. This allows time for settling in and gives both parent and child a moment to enjoy the child's environment.

4. When a parent needs to leave, he/she should always tell the child he/she is leaving. It's a good idea to give the child a hug and leave immediately. Teachers can be of help at this time.



## **Infant/Toddler Program Philosophy**

Increasing independence, involving language, developing physical and social skills are milestones in an infant/toddler's experience. To reinforce their emerging competencies, opportunities will be available in:

- decision making
- problem solving
- language acquisition
- peer and adult interaction
- testing and developing physical capabilities

### **Goals:**

**SELF-AWARENESS** -- It takes time for the child to learn to separate the "me" from the "not me. Children become aware of who they are through games and songs which use their names and body parts, looking in mirrors and by learning to recognize that is "mine" (e.g., personal property, family members, etc.)

**SELF-DISCIPLINE** -- Saying "no" and setting limits consistently is an important way of establishing security for children. Children are allowed to explore the environment; saying "no" is limited to situations where their own safety or the rights of others may be infringed upon.

**SELF-CONCEPT** -- The child's image of himself/herself is critical. Children are treated as individuals with warmth and unconditional acceptance.

**PHYSICAL AND COGNITIVE DEVELOPMENT** -- Children need to develop their physical skills, and opportunities are given to practice and refine these newly acquired abilities. The environment provides stimulation, exploration, and choice encourages both physical as well as cognitive development.

**LANGUAGE DEVELOPMENT** -- The program is responsive to the child's actions provides appropriate feedback through use of words, and fosters language development. Question and name games are played using the child's name and objects they recognize. Songs, nursery rhymes and books are all used to stimulate language development. In the bi-lingual program this is especially important in that young children are exposed to two languages.



**SOCIAL DEVELOPMENT** -- Children become aware of others and learn to respect their rights. Social skills are developed which involve childrens' understanding that others have needs and wishes, and that satisfying one's own wishes sometimes has to be delayed.

**EARLY PROBLEM SOLVING** -- Children are encouraged to find their own solutions to difficulties. Assistance which will help a child learn to do it himself/herself is offered, in order that children have the opportunity to develop problem solving skills.

The program involves the following areas:

1. To Develop Trust -- The program provides an environment that is physically safe for the children and emotionally consistent so the infant/toddler can develop basic trust.

2. Separation -- As this is difficult for both parent and infant/toddler, the parent should feel comfortable and secure with the caregivers and the new environment. Secure parents mean secure, happy infants.

3. Toileting -- Most children do not have the neuromuscular development they need in order to control their bowels or bladders until they are at least 24 months old. Diapering should be a relaxed, pleasant time.

4. Bottle Weaning -- When babies receive a bottle, they should be held by an adult. This time should be relaxed and enjoyable. The child is not forced to give up the bottle, but is urged to try drinking from a cup. If a child does need a bottle, he/she is given it easily without reprimand or disapproval.

5. Self-Feeding -- The opportunity to sit in a chair unsupported (rather than in a high-chair), holding a spoon, drinking from a cup, eating from a plate, and manipulating finger foods, are all offered.

6. Napping -- Children gradually learn how to rest and sleep comfortably in this new environment. They are not put on a rigid napping schedule.





## DAILY SCHEDULE FOR INFANTS & TODDLERS

7:30 a.m. - 9:00 a.m.	Arrival Play *Change diapers as needed
9:00 a.m. - 10:00 a.m.	Quiet time Snack for older ones Begin feeding youngers/nap
10:00 a.m. -10:30 a.m.	Outside/walk or playground for olders Continue feeding youngers/nap
10:30 a.m. - 11:00 a.m.	Olders return/change diaps/bottles as needed Continue feeding youngers/nap
11:00 a.m. - 12:00 a.m.	Older's nap Younger's waking/change/play
12:00 a.m. - 1:00 p.m.	Older's waking/change diapers Older's lunch Younger's feeding/individual time
1:00 p.m. - 2:00 p.m.	Continue feeding youngers/individual Playtime for older's
2:00 p.m. - 2:30 p.m.	Prepare for P.M. Nap/olders Change diapers
2:30 p.m. - 4:00 p.m.	P. M. nap/Quiet time Feeding and changing as necessary (laundry)
4:00 p.m. - 4:30 p.m.	Waking for olders Changing diapers P. M. Snack
4:30 p.m. - Closing	Dismissal Preparation Playtime

## MULTI-CULTURAL ASPECT OF PROGRAM

Each program will adhere to the above guidelines in all activities paying special attention to the rich heritage and cultural environment in which it sits. Children will be made aware of cultural, racial, and ethnic differences of the children attending the center and teachers will incorporate activities in the schedule which emphasize this awareness.



The Chinatown Center will incorporate a bi-lingual program as well for both staff and families.

The High/Scope Curriculum lends itself nicely to incorporating family issues and teaching young children, especially minority children and inner-city children, skills they need to function in their world as well as the world outside the home. The teachers in the program will adjust the curriculum to suit the needs of the particular children in each center and define the cultural aspects of each program as they relate to each component of the curriculum. It is an on-going task and one for which the teachers should be well-equipped.

#### **IV. FINANCIAL PLAN**

Developing a child care center is an expensive undertaking, but it is the operation of the center which becomes the most problematic once an initial investment is made to establish the center. Therefore, it is essential to keep in mind the impact that the set-up of the program has on operating costs. It is wonderful to open a brand new center which is educationally equipped and an exciting environment for children, but it must ultimately be an affordable center which families from within the community can use.

The following material outlines a Suggested Start-Up Budget, a Yearly Operating Budget for a center of 100 children, a Revenue and Fee Chart for both centers, and a Three-Year Projection of Costs for a center of 100 children. It must be emphasized that these costs are only estimates at this point, based on previous center development projects and are 1989 costs. The weekly tuition rates for children are based on the average cost of care per child as well as the going rate for that type of care in today's market. It must be pointed out that this rate is much higher than community members will be able to pay.

#### **V. EVALUATION**

##### **A. CRITERIA FOR SELECTING OPERATOR**

Since we feel that it is in the best interest of all involved to develop two new facilities rather than to allocate funds toward the expansion of existing centers, the process for selecting an operator for each facility will become an extremely important and integral phase of these projects. There are providers within both the Chinatown and the Roxbury communities very eager to answer an RFP for the development of the centers. There are also numerous agencies and for-profit child care providers interested as well. Metropolitan/Columbia Plaza Venture should carefully develop a process for critiquing and selecting the ultimate provider for each facility. We



PROPOSED YEARLY BUDGET  
CENTER FOR 100 CHILDREN

**SALARIES**

DIRECTOR			30,000	
HEAD TEACHERS	6	19,000	114,000	
TEACHERS:	10	17,000	170,000	
ASST TEACHERS:	18	15,000	270,000	
SEC/BOOKKEEPER			18,000	
COOK			12,000	
		TOTAL SALARIES	614,000	
		BENEFITS	25%	153,500
SUBSTITUTES			93,440	
		TOTAL PERSONNEL		\$860,940
FOOD			50,000	
EQUIPMENT			6,000	
CLASSROOM SUPPLIES			4,225	
KITCHEN SUPPLIES			5,000	
OFFICE SUPPLIES			3,000	
INSURANCE			10,000	
PUBLICITY			2,500	
STAFF DEVELOPMENT & TRAINING			2,500	
MEMBERSHIPS & CONFERENCES			2,500	
TELEPHONE & POSTAGE			3,000	
		TOTAL OTHER COSTS		\$88,725
		TOTAL COSTS		\$949,665

\*DOES NOT INCLUDE RENT, UTILITIES, MAINTENANCE

**AVERAGE COST OF CARE PER CHILD	\$9,496.65	PER YEAR
	\$182.63	PER WEEK



# Revenues and Fees - Roxbury

AGE	RATIOS	NO. GROUPS	TOTAL CHILD.	WEEKLY FEES	NO. WEEKS	TOTAL FEES
Infants	1 TO 3.5	2	14	\$190.00	52	\$138,320.00
Toddlers	1 TO 4	2	18	\$175.00	52	\$163,800.00
Pre-School 1	1 TO 6	2	32	\$155.00	52	\$257,920.00
Pre-School 2	1 TO 8	1	16	\$120.00	52	\$99,840.00
Afterschool	1 TO 8	1	20	\$80.00	52	\$83,200.00
REGISTRATION	\$50.00		100			\$5,000.00
				TOTAL INCOME	% OCCUPANCY	
				100.00%		\$748,080.00
				95.00%		\$710,676.00
				90.00%		\$673,272.00
				80.00%		\$598,464.00
				75.00%		\$561,060.00
				50.00%		\$374,040.00





# REVENUES AND FEES - Chinatown

AGE	RATIOS	NO. GROUPS	TOTAL CHILD.	WEEKLY FEES	NO. WEEKS	TOTAL FEES
Infants	1 TO 3.5	2	14	\$190.00	52	\$138,320.00
Toddlers	1 TO 4	2	18	\$175.00	52	\$163,800.00
Pre-School 1	1 to 9	2	34	\$155.00	52	\$274,040.00
Pre-School 2	1 to 9	2	34	\$120.00	52	\$212,160.00
After-school	1 TO 8	0	0	\$120.00	52	\$0.00
REGISTRATION	\$50.00		100			\$5,000.00
					% OCCUPANCY	
				TOTAL INCOME	100.00%	\$793,320.00
					95.00%	\$753,654.00
					90.00%	\$713,988.00
					80.00%	\$634,656.00
					75.00%	\$594,990.00
					50.00%	\$396,660.00



# SUGGESTED START-UP BUDGET

CONSTRUCTION (ESTIMATES)		
INTERIOR WALL CONSTRUCTION	\$35,000	
CARPETING	\$25,000	
PAINTING	\$28,000	
PLUMBING	\$23,000	
SAFETY DOORS	\$15,000	
KITCHEN APPLIANCES	\$5,000	
GENERAL MILL WORK & CARPENTRY	\$45,000	
ELECTRICAL	\$15,000	
HVAC	\$12,000	
CONTINGENCY	\$22,000	
TOTAL CONSTRUCTION COSTS		\$225,000
OUTDOOR PLAY SPACE		
CLIMBING STRUCTURE	\$12,000	
FENCING	\$10,000	
GRADING & SURFACING	\$8,000	
TOTAL OUTDOOR PLAY SPACE		\$30,000
CLASSROOM EQUIPMENT & MATERIALS		
EQUIPMENT AND FURNITURE	\$48,000	
EDUCATIONAL MATERIALS & SUPPLIES	\$17,000	
OFFICE EQUIPMENT & SUPPLIES	\$5,000	
KITCHEN EQUIPMENT & SUPPLIES	\$2,500	
TOTAL EQUIPMENT & SUPPLIES		\$72,500
ADMINISTRATIVE EXPENSES		
DIRECTOR SALARY - 3 MONTHS	\$7,500	
FRINGE BENEFITS @ 21%	\$1,575	
STAFF ORIENTATIONS	\$2,000	
PRINTING & COPYING	\$1,500	
ADVERTISING	\$1,500	
MARKETING	\$1,500	
INSURANCE PREPAYMENT	\$7,000	
LEGAL & OTHER FEES	\$1,000	
TELEPHONE & POSTAGE	\$500	
OPENING DAY CEREMONY	\$1,000	
TOTAL ADMINISTRATIVE EXPENSES		\$25,075
TOTAL START-UP EXPENSES		
(Excluding consultant, architect, rent)		\$352,575



EXPENSES	1ST YEAR	2ND YEAR	3RD YEAR
RENT & UTILITIES	\$0.00	\$0.00	\$0.00
INSURANCE	\$10,000.00	\$11,000.00	\$12,000.00
SALARIES	\$860,940.00	\$860,940.00	\$860,940.00
MISCELLANEOUS	\$1,000.00	\$1,200.00	\$1,500.00
ACCOUNTING & LEGAL	\$1,000.00	\$1,200.00	\$1,500.00
ADMINISTRATIVE SUPPLIES	\$3,000.00	\$3,500.00	\$3,500.00
CLASSROOM SUPPLIES	\$4,225.00	\$4,225.00	\$5,000.00
TELEPHONE	\$3,000.00	\$3,000.00	\$3,500.00
TRAINING	\$2,500.00	\$2,500.00	\$2,500.00
FOOD (\$2/DA/CH. OVER 2 YR.)	\$50,000.00	\$52,000.00	\$52,000.00
TRANSPORTATION	\$1,000.00	\$1,000.00	\$1,000.00
REPAIRS, MAINTENANCE, JANITORIAL	\$0.00	\$0.00	\$0.00
LICENSE & PROFESSIONAL ASSOCIATIONS	\$500.00	\$600.00	\$800.00
EQUIPMENT REPLACEMENT	\$2,000.00	\$3,000.00	\$3,000.00
DEBT SERVICE	\$0.00	\$0.00	\$0.00
DEPRECIATION	\$0.00	\$0.00	\$0.00
TOTAL	\$939,165.00	\$944,165.00	\$947,240.00
INCOME FROM FEES & REGISTRATION	\$793,320.00	\$793,320.00	\$793,320.00
PROFIT OR LOSS			
TOTAL	(\$145,845.00)	(\$150,845.00)	(\$153,920.00)



feel strongly that assistance from child care experts within the respective communities should be involved in the review process along with additional support from a child care consultant. The child care committees or the Parcel 18+ Task Force and the South Cove Neighborhood Council should convene a special committee for this purpose.

Requests for Proposals should go out to all interested child care providers (listing supplied from the Employer-Supported Child Care Network, The Office for Children, and community agencies) and be reviewed in relation to its adherence to the principles and practices outlined in the conceptual model of this report. The following provides a basis for judging each proposal:

- Provider's track record and experience in providing the type of child care proposed
- Familiarity with the community and history as a provider within the community
- Experience with start-up programs and facility design
- Submission of start-up budget and 3 year projected operational budget
- Submission of curriculum design and program and educational philosophy
- Staffing requirements, qualifications of staff, staffing patterns, and staff salaries
- Staff development plan
- Space requirements and physical requirements in excess of OFC regulations
- Experience with subsidies, sliding scale fee structures, DSS and voucher contracts
- Experience with fundraising and grant proposal writing
- Experience with mixed income populations
- Experience with multi-cultural populations
- Ability to provide a bi-lingual program (Chinatown)
- Proposed hours of operation--ability to provide extended hour care (Ruggles Center)
- Experience with infant care
- Submission of audited financial statements

## **B. EVALUATION PROCESS**

We recommend that the centers follow the conceptual model as outlined in this document and strive to provide the type of service which the National Association for the Education of Young Children advocates through its National Academy of Early Childhood Programs. This organization is the largest one of its kind in the nation and has set industry standards through its new accreditation program. Any new program should strive to become accredited by the National Academy if it is to be a model of quality services for children within the community. The process is arduous and time consuming, however, a valuable and rewarding





experience in itself for staff, children, and parents. This national accreditation sponsored by NAEYC is the only nationally recognized accreditation authority for child care centers in the country. The accreditation process involves three steps.

Step1 - Staff conducts a self-study to determine how well the program meets the Academy's criteria. Staff then works to make needed improvements and reports compliance with the criteria on the Program Description.

Step 2 - Validators make an on-site visit to verify the accuracy of the Program Description.

Step3 - A three-person National Commission considers the validated Program Description and makes the accreditation decisions.

This process supports on-going program and staff development and helps with the implementation of a quality curriculum for the child care center. It is virtually impossible for a center to be ready to begin the accreditation process until after the 2nd year of operation.

## **VI. OTHER RECOMMENDATIONS**

In the process of becoming involved with this study and the ultimate development of the two facilities we have become aware of several other issues that Metropolitan/Columbia Plaza Venture should be alerted to and consistently keep in mind during the development of the centers.

1. Parents within both communities truly find child care a serious problem now and need assistance with planning for and finding child care arrangements, i.e. well before either center is built. Some type of resource and referral would be extremely helpful during the interim before and while the centers are being built. The Community Benefits Package could allocate some funds toward a special contract with the state's R & R agency (The Child Care Resource Center) to build in this type of service especially for these residents.

2. We are aware that coordination of all of the child care planning efforts is necessary. The BRA should pay particular attention to this and either require that the development teams have a child care expert on board throughout the project or provide that kind of expertise itself. Coordination of this kind of effort within the community is difficult at best as witnessed by the long standing committees and lack of action.

3. The child care affordability issue is of major concern to all those involved with developing and providing child care services in Boston. Good child care is very expensive and most consumers cannot pay the going rate for quality care. Most of the centers in these



neighborhoods are inhabited by populations that require DSS or voucher funding for child care. The centers cannot run on this alone. A certain percentage of full-paying users must be available in order to keep the center running. The highest cost in child care is in wages and benefits. It is a "labor-intensive" field. A good quality service requires low child/staff ratios. To achieve a minimum of staff turnover, it is also necessary that staff be paid a decent wage. Higher wages and low ratios increase the expense of the program and therefore what actual cost of care per child is to the consumer. Keeping child care services affordable to parents while maintaining quality is the major challenge facing the child care field today. Therefore, we recommend that:

45% of enrollment be full paying tuitions, (employer tenants or others)

25% of enrollment be sliding scale tuitions, (community members)

30% of enrollment be DSS and voucher slots

(See "Resources for Child Care" from the "Economics of Child Care in Massachusetts" and "Child Care Fact Sheet, National Commission on Working Women in the Appendix.)

\*Please note: All of the information contained in this report is based on existing data a demographics and is developed as a conceptual model only. All information and figures are based on 1989 statistics and what is currently known about the project. By the time both developments are completed certain changes and modifications may have to occur.



## REFERENCES

- "Employment Rates, Child Care Arrangements, and Job Desires of Mothers With Children Under 14 Years of Age in the City of Boston and Parcel 18+ Area As of Spring 1985", Strategic Planning Project, Northeastern University, Boston, MA., April, 1987.
- "Listing of Child Care Centers in the Parcel 18+ (Roxbury) Area," SPP, Northeastern University, August, 1988.
- "Assessment of Child Care Needs Within Parcel 18 Area", SPP, Northeastern University, November, 1988.
- "Family Poverty in the City of Boston and the State of Massachusetts," Community Jobs Collaborative of Boston, Northeastern University, Summer, 1987
- "Job Expectations and Opportunities of Asian American Clients", Chinatown/South Cove Neighborhood Council, The Neighborhood Jobs Trust, City of Boston, October, 1987.
- "Profile of Boston's Chinatown Neighborhood, Boston Redevelopment Authority, June 1987.
- "Chinatown Housing Survey, Boston Redevelopment Authority, September, 1987.
- "The Economics of Child Care in Massachusetts", Office for Children, June 1988.
- "Study for the Development of Day Care Facilities Statewide", DCPO, Office of Programming, August, 1987.
- "Recommendations for Child Care Centers", The School of Architecture & Urban Planning, The University of Wisconsin-Milwaukee, January, 1989.



## **APPENDIX**



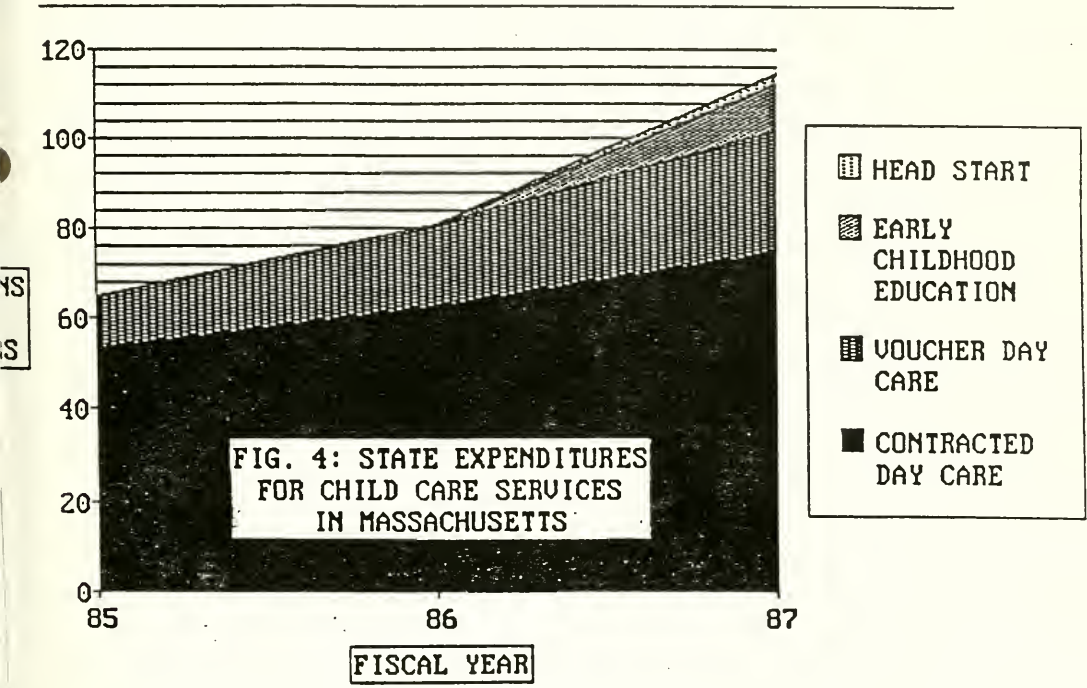


RESOURCES FOR CHILD CARE

Public Resources

Massachusetts currently supports child care through two major allocations: contracted care provided through the Department of Social Services, and voucher day care through the Department of Public Welfare's Employment and Training Program. In FY 1987, approximately 17,500 children received child care through Department of Social Services day care contracts, and an additional 7,350 children were covered by Department of Public Welfare vouchers.

Total state government spending for all day care programs in FY 1987 was \$101.1 million, an increase of 51 percent since FY 1985. The state also funds early childhood programs through the Department of Education (Chapter 188) and through state contributions to the federally funded Head Start programs. However, very few Chapter 188 and Head-Start programs operate full-day and full-year, so they do not do very much to solve the child care problems of working parents. Fig. 4 shows the total state expenditures for each of these programs since 1985.





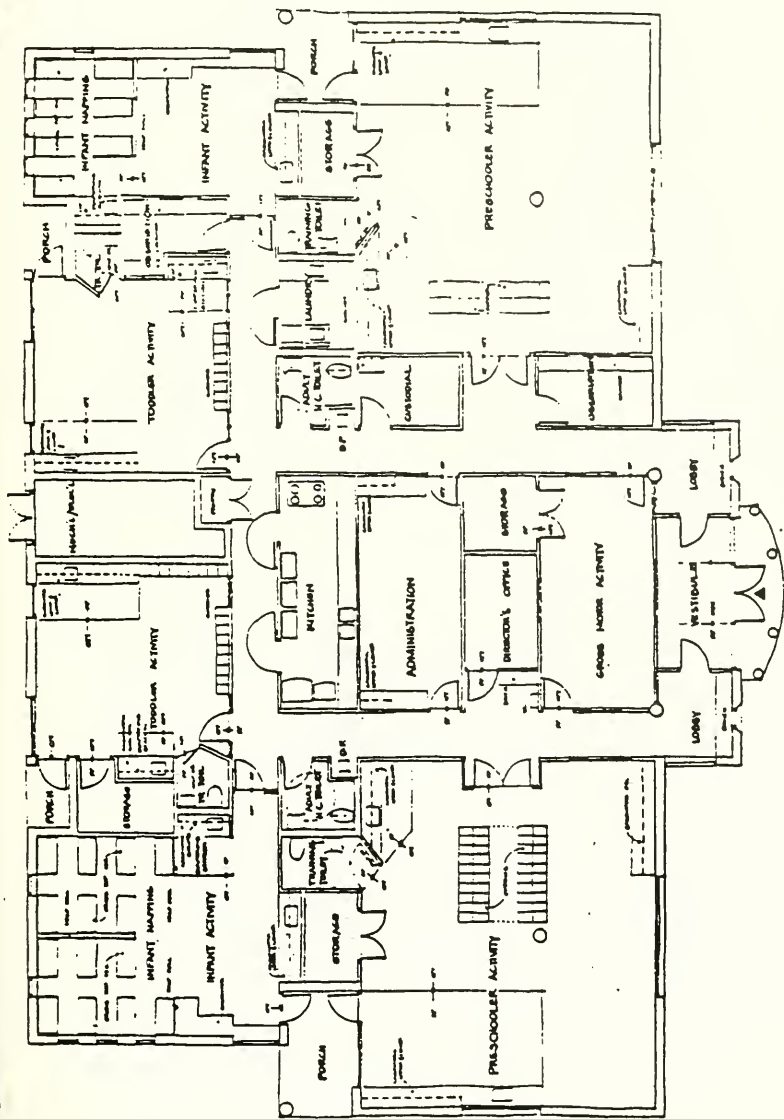
# BREAKFAST

FRUIT OR FRUIT JUICE BREAD OR CEREAL MILK	GRAPES (IN SEASON) OR APPLES CINNAMON TOAST 2% MILK	ORANGES HONEY BRAN MUFFINS 2% MILK	BANANAS RICE KRISPIES 2% MILK	MIXED FRUIT MUFFIN SQUARES 2% MILK	ORANGE JUICE CHEESE CRISPS 2% MILK
	LUNCH				
VEGETABLE FRUIT BREAD MEAT OR ALTERNATE	MASHED POTATOES & GREEN BEANS PEACHES 1/2 ROLL HAMBURGER GRAVY 2% MILK	PINTO BEANS FRUIT COCKTAIL CORN BREAD CHILI MEAT 2% MILK	PEAS APPLESAUCE WHEAT BREAD FISH STICKS -TARTAR SAUCE -KETCHUP -MUSTARD 2% MILK	MIXED VEGGIES PEARS BISCUITS HOT DOGS PIGS IN A BLANKET -KETCHUP -MUSTARD 2% MILK	LETTUCE AND TOMATOES ORANGES TOSTADO OR TACO SHELL TACO SALAD (BEANS/TACO CHEESE/SALS 2% MILK
	A.M. SNACK (TWO OF THE FOUR)				
MILK FRUIT OR VEGETABLE MEAT OR ALTERNATE BREAD OR CEREAL	APPLESAUCE MELBA TOAST	ORANGE JUICE HI HO CRACKERS	COTTAGE CHEESE BREAD STICKS	APPLE JUICE BREAD SQUARES	PEANUT BUTTER ON BREAD PINEAPPLE JUICE
P.M. SNACK (SAME AS ABOVE)	BANANAS GRAHAM CRACKERS	PINEAPPLE JUICE 1/2 ROLL w/BUTTER	CHEESE DARK BREAD w/CR. CHEESE OR BUTTER	TUNA SALAD ON BREAD	BREAD WITH BUTTER



[illegible]





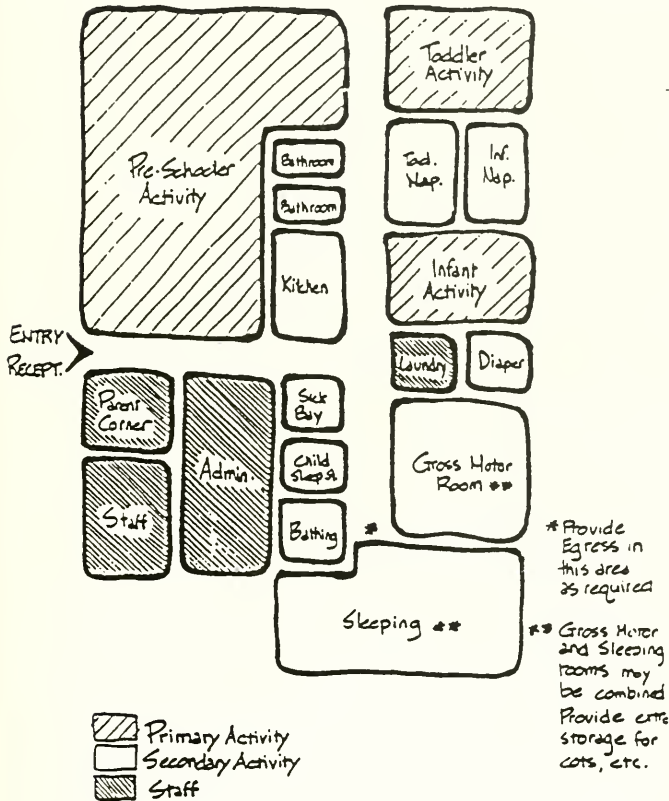
NEW 72 CHILD CARE CENTER PROTOTYPE







# DOUBLE SHIFT MODEL

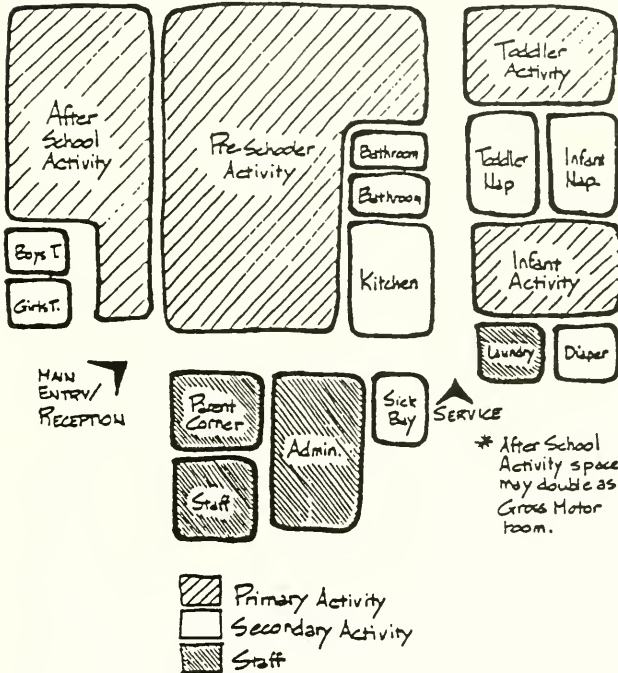


Concept  
Design

6.19



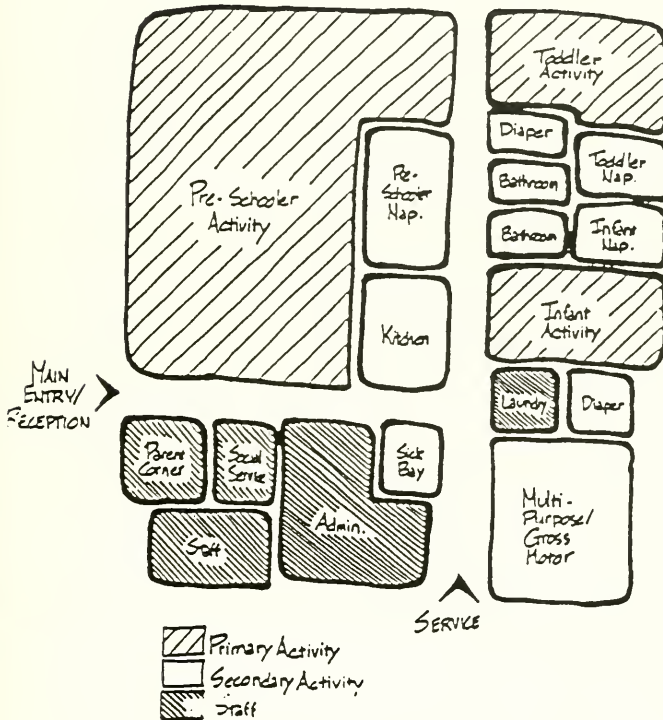
# AFTER SCHOOL MODEL



Concept  
Design



# IDEAL MODEL



Concept  
Design

6.13



What do you think you could pay per week for infant care?

toddler care? \_\_\_\_\_ pre-school care? \_\_\_\_\_

after school care? \_\_\_\_\_

認為每星期應付多少費用給托兒所若你的孩童在

嬰兒班: \_\_\_\_\_ 幼兒班: \_\_\_\_\_

學前班: \_\_\_\_\_ 課餘班: \_\_\_\_\_

Are you satisfied with the kind of care available to you now? 9. 你滿意現在所獲得的托兒服務嗎?

☐ yes

☐ no

☒ 滿意 ☐ 不滿意

What is important to you in finding quality child care?

- ☐ location
- ☐ cost
- ☐ caregivers
- ☐ program
- ☐ facility

對你來說在選擇優良的托兒服務時甚麼是最重要的?

- ☒ 中心的位置
- ☐ 收費
- ☐ 有受過訓練的所資
- ☐ 服務內容
- ☐ 設施

Is it important to you that the curriculum have an Asian cultural emphasis to it?

☐ yes

☐ no

加強亞洲文化的課程你認為重要嗎?

☐ 重要 ☐ 不重要

Are there elderly individuals in your family who would like to care for children at home?

☐ yes

☐ no

or at a center? ☐ yes ☐ no

家庭裡祖父母婆婆會照顧兒童嗎?

☐ 會 ☐ 不會

能到托兒中心協助照顧兒童嗎?

☐ 能 ☐ 不能

廣東省立第一中學附屬小學部

校址：廣州

校長：陳天華

附屬小學部

主任：陳天華

教務主任：陳天華

訓導主任：陳天華

庶務主任：陳天華

總務主任：陳天華

體育主任：陳天華

音樂主任：陳天華

美術主任：陳天華

衛生主任：陳天華

社會主任：陳天華

自然主任：陳天華

國文主任：陳天華

算術主任：陳天華

常識主任：陳天華

勞作主任：陳天華

體育主任：陳天華

音樂主任：陳天華

美術主任：陳天華

衛生主任：陳天華

社會主任：陳天華

自然主任：陳天華

國文主任：陳天華



What age would you like to start your child in day care?

- ☐ 2 months ☐ 3 months ☐ 4 months ☐ 6 months  
☐ 1 year ☐ 18 months ☐ 2.9 years ☐ 3+ years

兒童到了幾多歲你會送他到托兒所?

- ☐ 二個月大 ☐ 三個月大 ☐ 四個月大 ☐ 六個月大  
☐ 一歲 ☐ 十八個月 ☐ 二歲九個月 ☐ 三歲或以上

If day care were available, would you use it? 2. 假若有托兒服務去照顧嬰兒, 你會使用這服務嗎?

- ☐ yes ☐ no ☐ 會 ☐ 不會

Is the location of care important to you?

- ☐ yes ☐ no

3. 對你來說托兒中心的地點重要嗎?

- ☐ 重要 ☐ 不重要

During what hours are you most likely to need care? 4. 在那段時間你特別需要有托兒服務呢?

What are the extended hours of care of interest to you, i. e. before 7 a. m. and after 7 p. m.?

- ☐ yes ☐ no What are they? \_\_\_\_\_

長托兒服務時間你感興趣嗎? 早上七時前開門至晚上七時

☐ 有興趣 ☐ 不感興趣 最好的時間是: \_\_\_\_\_

Is school-age care a problem for your family? 6. 你的家庭有照顧學齡兒童的問題嗎?

- ☐ yes ☐ no ☐ 有 ☐ 沒有

Is the cost of good child care a problem to you?

- ☐ yes ☐ no Explain \_\_\_\_\_

Do you have difficulty paying for quality day care services?

- ☐ 有 ☐ 沒有 請說明: \_\_\_\_\_



LISTING OF CHILD CARE CENTERS IN THE PARCEL 18 (ROXBURY) AREA

Strategic Planning Project  
Northeastern University  
August 1988



## LISTING OF CHILD CARE CENTERS IN THE PARCEL 18 (ROXBURY) AREA

The following document is a listing of child care centers in the greater Parcel 18 area. It was prepared by the Strategic Planning Project at the request of the Working Group of the Child Care Subcommittee of the Community Development Committee of the Parcel 18+ Task Force. The information provided in this document has been used by the Working Group to determine the availability of Child Care in the Parcel 18 area. In addition, selected child care centers were visited by members of the Strategic Planning Project in order to clarify issues of supply and demand, design and implementation and service delivery. The results of these site visits can be seen in the report prepared by the Strategic Planning Project entitled "Child Care Service Delivery: Issues and Concerns Reported by Selected Child Care Providers in the Parcel 18 (Roxbury) Area".

The following resources were used to compile this listing of child care facilities: 1) The Boston Daycare Directory, Bob Adams, Inc., 1988, 2) "Childcare Programs in Boston: A Resource Directory" Committee for Boston Public Housing, Inc., 1986, and 3) "Inner City Council Parent and Provider Resource Directory", Inner City Council, Office for Children, Summer, 1988. In addition to these sources, direct calls were made to many of the centers in order to update information on ages of children accepted, number of



slots, contact person(s) and/or location. A preliminary editing of the list was facilitated by helpful input from members of the Working Group of the Childcare Subcommittee. Information was also updated during the site visits to selected centers.

The information provided by this list includes, where known, the name address and phone number of the child care center, the name of the person to contact for further information, the number of slots at the center, and the age range of the children/infants admitted to the center.





# LISTING OF CHILD CARE CENTERS IN THE PARCEL 18 (ROXBURY) AREA

Aessop Academy 173 Humboldt Ave. 02121 40 slots ages 2.9 to 7 years	445-6064	Jackie Wolmer Donna Saunders
Bright Horizons Child Care 101 Huntington Ave. 02199 70 slots ages 3 mo. to 6 years	265-4850	Eileen Smith Ann Whittman
Busy Bee Day Care Center, Inc. 100 Hutchings Street 02121 ages 2.9 to 6 years	445-5982	
Castle Square Child Development Center 436 Tremont Street (rear) 02116 ages 6 mo. to 6 years	357-8647	Judy Kilgore
Children's World Day Care Center 63 Perrin Street 02119 100 slots ages 2.9 to 6 years	267-7956	Harry Gonzales Johnny Perry
Chrispus Attucks Children's Center 105 Crawford Street 199 slots ages 3 mo. to 5 years	445-1420	Musa Ngcobo Leslie Christia
Clarendon Family Day Care Inc. 55 Dimock Street 02119 ages 2 mo. to 6 years	427-6974	Sybil Dunwoody
Cooper Community Child Development Center 1891 Washington Street 02119 90 slots ages 2.9 to 6 years	445-1813	Mary Clements
Ellen Jackson Children's Center 68 Annunciation Road 02120 24 slots ages 2.9 to 6 years	445-1801	Jo Schneiderman
Eliot Church/St. James Head Start 120 Walnut Street 02119 38 slots ages 3 to 5 years	445-1774	Father Hastie



Escuelita Agueybana 100 W. Dedham Street 02118 60 slots ages 2.9 to 5 years	247-2070	Tamara Cornier
First Church of God School 589 Shawmut Ave. 02118 30 slots ages 2.9 to 5.9 years	442-6123	Jean Burkes Denise Keegan
Franklin Square House Day Care 1575 Tremont Street 02120 49 slots ages 3 mo. to 5 years	732-4730	Betsy Abrams
Geneva Avenue Head Start 198 Geneva Ave. 02124	288-9150	Tesfay Aradom
Gilday Care Center 38 St. Alphonsus ages 2.9 to 5 years	427-7614	
Grove Hall Child Development Center 460 Blue Hill Ave. 02121 ages 2.9 to 6 years	442-4465	
Hennigan Community Child Care Center 200 Heath Street	445-1823	
Infants and Other People 464 Tremont Street 02116 184 slots ages 2 mo. to 6 years	482-9464	Rosmarie Bowden Lucy Zeland
Jamaica Plain Neighborhood House Pre-School 125A Amory Street 02119 24 slots ages 2.9 to 6 years	522-1566	Karla Rideout
Lena Park Child Care Center 150 American Legion Highway 02124 139 slots ages 2.9 to 5 years	436-1900	Edith Cannon
Little Achievers 71 Humboldt Ave. 02119 50 slots ages 2.9 to 6 years	427-8056	Francis Nyepon Bill White



Mattapan Head Start 198 Geneva Ave. 02124 100 slots ages 2.9 to 4 years	288-9154 Lillie Searcy
Montessori Educare 130 Wheeler Road (formerly on The Fenway) Newton, MA 02159 100+ slots ages 3 mo. to 12 years	332-0581 Pheroza N. Madon
Orchard Park Head Start 36 Dearborn Street or 908 Albany Street 02119 50 slots ages 2.9 to 6 years	445-1772 Father Hastie
Paige Academy 28 Highland Ave. 02119 60 slots ages 1 mo. to 12 years	427-5618 Cynthia Davis
Parker Hill/Fenway Head Start 316 Huntington Avenue 02115 ages 2.9 to 7 years	267-0374 Isabelle Davis 267-1245
Playmates Nursery ? 126 Thornton Street	
Rockwood Daycare Center 1098 Blue Hill Avenue 02124 ages 15 mo. to 7 years	825-4649 Lois Herbert
Rosa Parks Day Care Center 82 Savin Street 02119 60 slots ages 2.9 to 6 years	445-5600 Allen Batts
Roxbury Community College Child Development Center 1234 Columbus Ave. Room 3-339 02120 41 slots ages 15 mo. to 6 years	734-1960 Myra McAdoo
Roxbury North Dorchester Child Development 25 Whittier Street	
Ruggles Street/Mission Hill Day Care Center 38 St. Alphonsus Street 02120 85 slots ages 3 mo. to 6 years	445-1250 Carol Campbell 427-7614 Cindy Harrison



Russell J. Call Children's Center  
Northeastern University  
123 Forsyth Street 02115  
32 slots ages 2.9 to 5 years

437-3929 Harriet Kahn  
437-2000

Samuel Bullock Nursery School  
254 Seaver Street  
20 slots ages 2.9 to 7 years

442-6217 Madelyn Culpeppe

South End (Snap) Head Start  
465 Columbus Avenue  
145 slots ages 2.9 to 4 years

262-0050 Donna Grimaldi

S.M.I.L.E. Preschool  
55 Dimock street 02119  
73 slots ages 2.9 to 6 years

427-5226 Barbara Tisdale

Sunnyside Day Care Center  
320 Dudley Street 02119  
73 slots ages 2.9 to 6 years

427-4300 Lynda Allen

Tartt's Day Care Center and Kindergarten, Inc.  
2 Holburn Terrace 02121  
ages 2.9 to 6 years

445-1755

United South End Settlements  
566 Columbus Ave. 02218  
59 slots ages 15 mo. to 6 years

536-8610

Walnut Grove Head Start  
198 Geneva Ave. 02124  
112 slots ages 2.9 to 7 years

825-2708 Evelyn Johnson

Women Inc., Parenting and Child Care Center  
244 Townsend Street 02121  
33 slots ages 15 mo. to 6 years

427-4343 Christine McGuire  
Migdalia Torres

Note: the following resources were used to compile this list:

- 1) The Boston Daycare Directory, Bob Adams, Inc., 1988.
- 2) "Child Care Programs in Boston: A Resource Directory", Committee for Boston Public Housing, Inc., 1986.
- 3) "Inner City Council Parent and Provider Resource Directory", Inner City Council, Office for Children, Summer 1988.
- 4) Telephone and on-site interviews by the Strategic Planning Project at Northeastern University.





## 102 CMR 7.00: STANDARDS FOR THE LICENSURE OR APPROVAL OF GROUP DAY CARE CENTERS

## Section

- 7.01: Introduction
- 7.02: Definitions
- 7.03: Licenses and Approvals
- 7.04: Effective Date; Severance
- 7.05: Administration of the Center
- 7.06: Staff Requirements and Staffing Patterns
- 7.07: Program Services and Procedures
- 7.08: Food and Food Preparation
- 7.09: Sleep, Rest and Quiet Activity
- 7.10: Referral Services and Termination
- 7.11: Physical Facility and Equipment
- 7.12: Appendix 1 - Advisory Task Force

7.01: Introduction

These standards are adopted in accordance with M.G.L. c. 28A particularly ss. 9 through 13 thereof, and in accordance with St. 1972, c. 785, s. 13. St. 1972, c. 785, which created the Office for Children, stresses the commitment of state government to assuring every child "a fair and full opportunity to reach his full potential." In fulfilling its mandate as the agency responsible for licensing day care centers, the Office has developed specific regulations to be met by day care centers in order to provide this opportunity to the children they serve.

The scope of these standards goes beyond previous regulations in that they include specific provisions for care of infants and toddlers and special needs children up to age sixteen, as well as the general provisions for all children aged two and a half through seven in day care centers. The regulations reflect the belief that every aspect of a day care center's operation affects the children enrolled. The physical environment; administrative functioning; staff qualifications and numbers; procedures for health care, rest, meals, toileting and varied activities; and types of equipment available all contribute to the day care experience of a child and should maintain a maximum quality level which promotes healthy growth and development of children.

The standards provide that all day care centers accepting infants and toddlers, children aged two and a half through seven and/or special needs children up to age sixteen, are:

- (a) soundly administered by qualified persons designated specific administrative and program responsibilities;
- (b) staffed by appropriate numbers of persons with experience and/or education in the field of early childhood education;
- (c) providing a well-rounded variety of age-appropriate activities, toys, and equipment for children on a regular basis;
- (d) able to meet the emergency health needs of the children;
- (e) able to provide for the basic physical care of children, including adequate nutritional meals and snacks, rest or sleep, and toileting procedures;
- (f) able to appropriately involve parents of children in day care in visiting the center, meeting with the staff and receiving reports of their children's progress;
- (g) located in physical facilities which meet fire safety requirements, are clean, comfortable, and free from hazards such as lead-based paint.

## GENERAL ADMINISTRATION PROCEDURES

7.02: Definitions

Definitions. As used in 102 CMR 7.00, the following words shall have the following meanings unless the context otherwise requires:

- (1) Administrator of Special Education. The person appointed by the school committee of any city or town, or school district, wherein a child resides, to serve as the administrator of special education pursuant to M.G.L. c. 71B 151.



## 7.02: continued

1972, c. 766) and regulations issued pursuant thereto.

(2) Applicant. The individual, designated by the person applying for group day care licensure or approval, who is responsible for the administration of such facility and who is designated as the chief administrative person and is a duly authorized agent of the person applying for licensure or approval.

(3) Approval. A certification in writing, whether full or provisional, issued by the Office to a department, agency, or institution of the Commonwealth or any political subdivision thereof, which authorizes it to operate a day care center.

(4) Center. When used alone means a day care center.

(5) Child. Any person at least one month of age and under seven years of age, or sixteen years of age with special needs.

(6) Children with Special Needs. Children at least one month of age and under sixteen years of age, who, because of temporary or permanent disabilities arising from intellectual, sensory, emotional, physical or environmental factors, or other specific learning disabilities, are or would be unable to progress effectively in a regular school program.

(7) Commissioner. The Commissioner of the Office for Children.

(8) Day. Shall mean calendar days unless otherwise specified in the regulations.

(9) Day Care Center. Any facility operated on a regular basis whether known as a day nursery, nursery school, kindergarten, child play school, progressive school, child development center, pre-school, or known under any other name which receives children, not of or common parentage, under seven years of age, or under sixteen years of age if such children have special needs, for non-residential custody and care during part or all of the day separate from their parent(s). Day care center shall not include: any part of a public school system; any part of a private organized educational system, unless the services of such a system are primarily limited to kindergarten, nursery or related pre-school services; a Sunday school conducted by a religious institution; a facility operated by a religious organization where children are cared for during short periods of time while persons responsible for such children are attending religious services; a family day care home; an informal cooperative arrangement among neighbors or relatives; or the occasional care of children with or without compensation therefor.

(10) Full Time. All the time the center is in operation.

(11) Group. Two or more children who participate in the same activities at the same time and are assigned to the same staff person for supervision, at the same time.

(12) Infant. A child who is under fifteen months of age.

(13) License. Any certification in writing, whether regular or provisional, issued by the Office to any person other than a department, agency or institution of the Commonwealth or any political subdivision thereof, which authorizes such persons to operate a day care center.

(14) Licensed capacity. Determination by the Office of the number of children which a day care center can care for at any one time under 102 CMR 7.00.

(15) Licensee. Any person holding a license or approval issued by the Office.

(16) Office. The Office for Children.

(17) Parent. Father or mother, guardian or person or agency legally authorized to act on behalf of the child in place of, or in conjunction with, the father, mother or guardian.



## 7.02: continued

(18) Person. Any individual, partnership, corporation, association, organization or trust or any department, agency or institution of the federal government or of the Commonwealth or any political subdivision thereof.

(19) Preschooler. Any child two years and nine months but under seven years of age, not yet enrolled in first grade.

(20) Sanitize. Effective bactericidal treatment of surfaces of equipment and utensils.

(21) Toddler. A child who is at least fifteen months of age, but under thirty-three months of age.

7.03: Procedures for Issuing Licenses and Approvals

(1) Applications. Any person who wishes to establish and maintain a day care center serving children shall file an application, in writing, with the Office in a manner and on a form prescribed by it. Any person seeking to renew a license or approval shall file an application for such renewal, in writing, with the Office in a manner and on a form prescribed by it not less than thirty (30) days prior to the date of expiration of his current license or approval.

(2) Requirements for Applicant. The applicant(s) shall have a background which, in the judgment of the Office, is free of conduct which bears adversely on his/her ability to provide for the safety and well being of children.

(3) Action by the Office.

(a) Upon receipt and review of an application for a license or approval or renewal, the Office shall issue or renew a license or approval if it finds that the applicant is in compliance with these regulations. Review shall include, but not be limited to, interviews, site visits, review of records, and consultation related to licensing standards. Any false statement made on the application or renewal form, or any other communication to the Office shall be grounds for refusal to issue, refusal to renew, or grounds to revoke or suspend a license or approval.

(b) An applicant/licensee shall not qualify for a license or approval from the Office for five (5) years after suspension, revocation, or refusal to issue or renew a license or approval held by the applicant/licensee other pursuant similar to M.G.L. c. 28A or other licensing law. Thereafter, an applicant shall only be eligible if he/she can demonstrate a significant change in circumstances.

(4) Waivers. The Office may, upon written request, waive any regulation contained in 102 CMR 7.05 through 7.11 and allow an alternative method for compliance with such regulations if the applicant provides clear and convincing evidence, including, at the request of the Office, expert opinion which demonstrates to the satisfaction of the Office that the applicant's alternative method will comply with the intent of the regulation for which a waiver is requested. The Office may consider any other evidence relevant to the request for waiver.

(5) Term of License. A license or approval is valid for two years from the date of issuance unless revoked, suspended or made probationary.

(6) Application Fee. The application shall be accompanied by a check for thirty dollars (\$30.00) made payable to the Commonwealth of Massachusetts.

(7) Requirements for Provisional Licenses. If the Office finds that the applicant has not complied with, or is unable to comply with, all applicable regulations, or if the applicant seeks to operate a center which has not previously operated, the Office may issue a provisional license provided that care given in the center is adequate to protect the health and safety of the children and that the applicant provides the following documents:

(a) a statement of the ownership of the center, including the names and addresses of all owners, or, in the case of corporations, the officers, as required by 102 CMR 7.05(4)(a) and 7.05(4)(b);



## 7.03: continued

- (b) in the case of corporations, partnerships, and associations, a copy of their by-laws, as required by 102 CMR 7.05(4)(b);
- (c) a statement describing the facility's personnel policies as required by 102 CMR 7.06(3)(c);
- (d) the applicant's completed CORI affidavit and evidence of each staff person's compliance with 102 CMR 7.06(3)(a)1. through 4. Evidence of a CORI evaluation shall be on file for each staff person prior to issuance of a provisional license;
- (e) a copy of the health care policy as required by 102 CMR 7.04(14), and evidence of the availability of a physician, a public health nurse, a registered nurse or health clinic director for consultation, as required by 102 CMR 7.07(15);
- (f) evidence of ability to provide an administrative designee and appropriate staff supervision and ratios, as required by 102 CMR 7.05(5), 7.06(1), and 7.06(11) through 7.06(18);
- (g) a copy of the written program plan, as required by 102 CMR 7.07(11) and evidence of ability to fulfill the elements of the plan and a copy of the plan providing referral services to parents, as required by 102 CMR 7.10(1);
- (h) if the facility has not previously operated as a licensed day care center, certification from a state or local health department that the facility is free of all lead based paint which is peeling or chipping and that lead based paint has been completely removed from all surfaces accessible to children, four feet from the floor or ground level of interior and exterior surfaces, as required by 102 CMR 7.11(3). Centers which have previously operated must obtain lead testing of the facility during the first period of provisional licensure and shall not obtain a regular license unless such certification is provided;
- (i) if the center serves hot meals for thirteen or more children, or uses a private water source, a certification from the local health department that the center is in compliance with applicable codes, as required in 102 CMR 7.11(2);
- (j) certification by the Department of Public Safety or the local building inspector, or a statement from the inspecting authority, providing conditional approval and indicating that children's safety would not be endangered in the center, as required in 102 CMR 7.11(1);
- (k) a written plan, agreed to by the Office, for compliance with the requirements in 102 CMR 7.00.

(8) Term of Provisional License. A provisional license or approval shall be issued for a period not to exceed six (6) months and may be renewed once for no more than six (6) months. In no case shall a person operate under a provisional license, provisional approval or renewal of a provisional license for more than twelve (12) consecutive months.

## VISITS BY THE OFFICE FOR CHILDREN

(9) Visits to Determine Compliance. Any employee of the Office, authorized in writing by the Commissioner, may, at any reasonable time, visit and inspect any center operated by a person who is subject to licensure or approval by the Office in order to determine whether such center is being operated in compliance with the law and with the regulations established by the Office.

## DEFICIENCY CORRECTION ORDERS

(10) Correction of Deficiencies. Whenever the Office finds upon inspection or through information in its possession that a person operating a day care center is not in compliance with any applicable licensing regulations of the Office, the Office may order that person to correct such deficiency.

(11) Content of Orders. Every such correction order shall be in writing and shall include a statement of the deficiencies found, the period within which the deficiency must be corrected, and the provisions of law and regulation relied upon. The period shall be reasonable and, except when the Office finds an emergency dangerous to the health or safety of children, not less than thirty (30) days from receipt of such order.







## 7.03: continued

(12) Request for Administrative Reconsideration. Within seven (7) days of such receipt, the person operating the center may file a written request with Office for administrative reconsideration of the order or any portion thereof.

(13) Office Action on Requests for Reconsideration. The Office shall grant or deny such written request within seven (7) days of filing and shall notify the operator of the center of such grant or denial.

(14) Enforcement. In the event that the person operating the center fails to correct any deficiency within the period prescribed for correction, the Office may enforce its correction order under 102 CMR 7.03(15) or 7.03(16) or in accordance with M.G.L. c. 28A, s. 16.

#### SUSPENSION, REVOCATION AND REFUSAL TO ISSUE OR RENEW LICENSES OR APPROVALS

(15) Grounds for Adverse Action on Licenses or Approval. After a hearing, held pursuant to the Office for Children Rules of Procedure for Adjudicatory Proceedings (102 CMR 1.00), the Office may revoke, suspend, refuse to issue or refuse to renew a license or approval if it finds any of the following:

- (a) the applicant or licensee failed to comply with any applicable regulation or any deficiency correction order;
- (b) the applicant or licensee submitted any misleading or false statement or report required under 102 CMR 7.00;
- (c) the applicant or licensee refused to submit any report or make available any records required under 102 CMR 7.00;
- (d) the applicant or licensee refused to admit, at a reasonable time, any employee of the Office authorized by the Commissioner to investigate or inspect, in accordance with 102 CMR 7.03(9).

(16) Suspension Without a Hearing.

(a) The Office may refuse to issue or may suspend any license or approval without a hearing if failure of the operator or licensee to comply with any applicable regulation results in an emergency situation which endangers the life, health, or safety of children or staff present in the center. Any notice of such refusal to issue or suspension of a license or approval shall be hand delivered or mailed to the licensee via first class mail registered return receipt requested. However, upon written request of an aggrieved party, delivered in hand or mailed to the Office via first class mail registered return receipt requested, a hearing shall be held within seven (7) business days of the delivery of such request; provided that such request is delivered in hand, or mailed to the Office within three (3) business days of such refusal to issue or suspension of any license or approval.

(b) Such notice of refusal to issue or suspension of a license or approval, pursuant to 102 CMR 7.02(16) shall include a copy of the provisions of this section.

(c) The licensee shall notify parents of all children in the center of any such refusal to issue or suspension of a license or approval within two (2) business days of receipt of notice from the Office.

#### POSTING OF LICENSE, APPROVAL OR ORDER, REQUIRED NOTIFICATION AND AVAILABILITY OF REGULATIONS

(17) Posting of License, Approval or Order. The licensee shall post, in a conspicuous place, any current license or approval issued to him by the Office and any notice of hearing, order or decision issued by the Office that pertains to the center. Such posting shall be in an area accessible to visitors and employees.

(18) Notification of Legal Proceedings. Every licensee shall report, in writing, to the Office any legal proceeding (within ten (10) days of initiation of such proceedings) brought against him or any person employed by the center if such proceeding arises out of circumstances related to the care of children in the center or to the continued operation of the day care program.



## 7.03: continued

(19) Notification of Death or Serious Injury. The licensee shall immediately report to the Office the following:

- (a) the death of any child which occurs while such child is in care;
- (b) any injury to, or illness of, any child which occurs during the hours while such child is enrolled in care and which requires inpatient hospitalization overnight.

(20) Notification of Change of Ownership. The licensee shall provide notification, in writing, to the Office prior to any change in ownership of the center.

(21) Notification of Change in Chief Administration. The licensee shall provide prior notification, in writing, to the Office of any change in the person designated by the owner or the governing body as having responsibility for administration of the facility.

(22) Change in Location. The licensee shall provide prior notification, in writing, to the Office of any change in location of the center.

(23) Availability of Regulations. The licensee shall have a copy of these regulations on the center premises and shall make them available to any person upon request.

## TRANSFER OF LICENSE

(24) Transfer of License. A license or approval shall not be transferable from one licensee to another; from one center to another; from one location to another; or from one owner to another.

7.04: Effective Date of Standards

(1) Effective Date. The effective date of these standards is the date of publication by the Secretary of the Commonwealth.

(2) Licenses Issued Under Previous Standards. Any license, or approval, in effect immediately prior to the effective date of these standards shall remain in effect, unless suspended or revoked, until a new license or approval is issued or expressly refused under these standards. Any license, or approval, issued after the effective date of these standards shall be deemed to be in effect prior to said effective date if the Office's application for said license is signed by the applicant prior to the effective date of these standards.

(3) Severance. If any provision contained in these regulations or the application thereof to any person or circumstances is held invalid, the remainder of the regulations and the application of provisions in question to other persons not similarly situated, or to other circumstances, shall not be affected thereby.

7.05: Administration of the Center

(1) Statement of Purpose. Each licensee shall keep and maintain a written statement identifying the center's philosophy; its goals and objectives; the characteristics of children served, including but not limited to age, sex, special needs; its intake procedures and the services provided. The licensee shall provide each child's parent(s) with a copy of this statement, shall make this statement available upon request to any person and shall keep such statement current.

(2) Non-Discrimination. The licensee shall not discriminate in providing services to children and their families on the basis of race, religion, cultural heritage, political beliefs or marital status.

(3) Fee Schedule. The licensee shall maintain a written fee schedule for the services provided. Such schedule shall be provided to parents and to any person upon request and shall be kept current.



7.05: continued

# AUTHORITY TO OPERATE AND REQUIREMENTS FOR ADMINISTRATOR

- (4) Evidence of Authority to Operate. Each licensee shall have documentary evidence of his source of authority to operate the center:
- (a) A center operated by the Commonwealth or any political subdivision thereof shall keep and maintain documents that identify the statutory basis of its existence, and the administrative framework of the governmental department in which it operates;
  - (b) A private center shall keep and maintain documents that fully and completely identify its ownership. Corporations, partnerships, or associations shall identify their officers and maintain a file which shall include, where applicable, the charter, partnership agreement, constitution, articles of organization and by-laws.
- (5) Center Administration and Designation of Administrator.
- (a) The licensee shall designate in writing at least one person who meets the administrator requirements of 102 CMR 7.05(6) and who is duly authorized to act as an agent for the licensee and who shall be responsible for the center administration as set forth in the administrative plan.
  - (b) The licensee shall establish, in writing, an administrative plan for the operation of the center including: business management and record keeping as required by 102 CMR 7.05(9); development and maintenance of the early childhood education program of the center, including, if applicable, infant/toddler and special needs children; staff development, supervision and training; parent involvement and social services.
  - (c) If administrative duties are shared, the plan shall include the specific duties and hours of each person and will demonstrate that administrative duties are carried out by at least one person who is a full-time staff member on the premises and who meets the administrator requirements set forth in 102 CMR 7.05(6).
  - (d) The licensee shall not utilize staff to perform administrative duties when they are assigned teaching duties with groups of children.
- (6) Requirements for Center Administration.
- (a) The administrator for centers with the following licensed capacities may be counted in the staff/child ratio and assigned to a group of children; and shall meet the requirements set forth below:
    1. 1 - 12 Must be at least lead teacher qualified pursuant to 102 CMR 7.06(16).
    2. 13 - 24 (centers operating four or fewer hours per day) Must be at least lead teacher qualified pursuant to 102 CMR 7.06(16).
    3. 13 - 24 (centers operating more than four hours per day including those with separate morning and afternoon sessions) Must be at least Director I qualified as specified in 102 CMR 7.06(2)(e).
    4. 25 - 39 (centers operating four or fewer hours per day) Must be at least Director I qualified as specified in 102 CMR 7.06(2)(e).
  - (b) Centers with licensed capacities of 25 to 39 children including those operating more than four hours per day and those with separate morning and afternoon sessions must allocate at least 50 per cent of a full-time position for non-teaching administrative and program development duties. At least one staff member designated to carry out these duties shall be full-time on the premises during the hours of program operation and shall meet the requirements set forth below:
    1. 25 - 39 (centers operating more than four hours per day including those with separate morning and afternoon sessions) Must be at least Director I qualified as specified in 102 CMR 7.06(2)(e).
  - (c) Centers with licensed capacities of 40 or more children must allocate a full-time teaching position for administrative and program development duties. At least one staff member designated to carry out these duties shall be full-time on the premises during the hours of program operation and shall meet the requirements set forth below:
    1. 40 - 79 Must be at least Director I qualified as specified in 102 CMR 7.06(2)(e).
    2. 80 and over Must be Director II qualified as specified in 102 CMR 7.06(2)(f).



7.05: continued

(7) Organizational Information. Information on the administrative organization of the center shall be provided to parents and staff, including identification of lines of authority and supervision.

(8) Provisions for Temporary Absence of Administrator. The licensee shall inform all staff on duty as to who is responsible for administration of the center at any given time. In the event of the temporary absence of the administrator, the administrator may appoint a designee who shall be on the premises of the center while it is in operation. The designee shall meet the qualifications of a teacher, as required by 102 CMR 7.06(1)(b).

(9) Business Management. The licensee shall establish a system of business management and staffing to assure that the center maintains complete and accurate accounts, books and records, including required personnel and children's records.

#### RESEARCH UNAUTHORIZED ACTIVITIES AND UNUSUAL TREATMENT

(10) Research and Experimentation; Unusual Treatment. No licensee shall conduct research, experimentation, or unusual treatment involving children without the written, informed, consent of the affected child's parents or guardian, for each occurrence. In centers where observations of children (by other than parents of the children in the center) are common, a general parental consent may be obtained in writing. Observation shall mean that there is no interaction between the child and the observers and no identification of the individual child. In no case shall the licensee allow physical harm of children to be carried out during research, experimentation or unusual treatment. Research and experimentation shall not mean program evaluation or data collection for purposes of documenting services of the facility which do not identify individual children.

(11) Unauthorized Activities. The licensee shall not authorize any activities unrelated to the direct care of children or to any contacts with the parent(s) or guardian without the written, informed consent of the parent(s) or guardian. "Activities" shall mean, but not be limited to:

- (a) fund raising;
- (b) publicity, including photographs and participation in the mass media.

#### PARENT INVOLVEMENT

(12) Parent Visits. The licensee shall permit and encourage parents to visit the center and their child's room while their child is present.

(13) Parent Input. The licensee shall have a procedure for allowing parental input in the development of center policy and programs. The licensee shall provide an explanation to the parent(s) when a parent(s) makes suggestions as to the program or policy of a center and the suggestions are not adopted by the licensee. If the parent requests a written response, the licensee shall respond in writing to the parent.

(14) Reports to Parents. The licensee shall, periodically but at least every six (6) months, prepare a written progress report of the participation of each child in the center's program. This report shall be maintained in the child's records. The licensee shall provide a copy of each report to the parent(s) or meet with them at least every six (6) months to discuss their child's activities and participation in the center. In addition:

- (a) for infants under fifteen months of age, the licensee shall complete a written progress report of the child's development every three (3) months, and provide it to the parent(s);
- (b) the licensee shall bring special problems or significant developments, particularly as they regard infants, to the parent's attention as soon as they arise.

(15) Parent Conferences. The licensee shall make the staff available for individual conferences with parents at parental request.







NON-TEXT PAGE



7.05: continued

(16) Notification to Parents. The licensee shall notify all parents, in writing, of the provisions in 102 CMR 7.05(12) through 7.05(15) at the time of the admission interview.

#### RECORDS AND CONFIDENTIALITY

(17) Children's Records. The licensee shall maintain a written record for each child which includes:

(a) A face sheet or sheets, which identifies the child by the following information, where available:

1. the name, date of admission, date of birth, place of birth, and primary language of the child and parent(s), if other than English;
2. the parent's name, address, and phone number (home and business);
3. name, address and phone number of person to contact in case of emergency when the parent is unavailable;
4. sex, race, height, weight, color of hair, color of eyes, and any identifying marks;



## 7.05: continued

- (b) Copies of periodic progress reports, as required in 102 CMR 7.05(14).
- (c) Medical records indicating the child's health while enrolled, including admissions and physical examinations, as required in 102 CMR 7.07(4) and 7.07(18); immunizations, as required in 102 CMR 7.07(5); and a record of any prescribed medications administered to the child, as required in 102 CMR 7.07(17).
- (d) Individual program plans, and periodic review of such plans, for any special needs child, as required in 102 CMR 7.07(7);
- (e) All necessary authorizations and consents and information required in 102 CMR 7.07(9);
- (f) All pertinent correspondence concerning the child, including referrals for social services, as required in 102 CMR 7.10(3).

(18) Maintenance of Records. The licensee shall maintain records which shall be legible, dated and signed by the individual making the entry. The licensee shall continually update all information in the children's record. The licensee shall retain records for a period of at least five (5) years after a child has left the center unless the record has been transferred to the parent, as provided for in 102 CMR 7.05(22).

(19) Confidentiality and Distribution of Records. Information contained in a child's record shall be privileged and confidential. The licensee shall not distribute or release information in a child's record to anyone not directly related to implementing the program plan for the child without the written consent of the child's parent(s). The licensee shall notify the parent(s) if a child's record is subpoenaed.

The child's parent(s) shall, upon request, have access to his child's record at reasonable times. In no event shall such access be delayed more than two (2) business days after the initial request without the consent of the child's parent(s). Upon such request for access the child's entire record, regardless of the physical location of its parts, shall be made available. The licensee shall establish procedures governing access to, duplication of, and dissemination of such information; and shall maintain a permanent, written log in each child's record indicating any persons to whom information contained in a child's record has been released. Each person disseminating or releasing information contained in a child's record, in whole or in part, shall, upon each instance of dissemination or release, enter into the log the following: his name, signature, position, the date, the portions of the record which were disseminated or released, the purpose of such dissemination or release, and the signature of the person to whom the information is disseminated or released. Such log shall be available only to the child's parent(s) and center personnel responsible for record maintenance.

(20) Charge for Copies. The licensee shall not charge an unreasonable fee for copies of any information contained in the child's record.

(21) Amending the Child's Record.

- (a) A child's parent(s) shall have the right to add information, comments, data or any other relevant materials to the child's record;
- (b) A child's parent(s) shall have the right to request deletion or amendment of any information contained in the child's record. Such request shall be made in accordance with the procedures described below:
  1. if such parent(s) is of the opinion that adding information is not sufficient to explain, clarify, or correct objectionable material in the child's record, he shall have the right to have a conference with the licensee to make his objections known;
  2. the licensee shall, within one (1) week after the conference, render to such parent(s) a decision in writing stating the reason or reasons for the decision. If his decision is in favor of the parent(s), he shall immediately take steps as may be necessary to put the decision into effect.

(22) Transfer of Records. Upon written request of the parent(s), the licensee shall transfer the child's record to the parent(s), or any other person the parent(s) identifies, when the child is no longer in care.



## 7.05: continued

(23) Notification to Parents. The licensee shall notify the parent(s), in writing, of the provisions of 102 CMR 7.05(19), 7.05(20), 7.05(21), 7.05(22) and 7.05(24), at the time of the child's admission to the center and thereafter, in writing, at least once a year.

## INFORMATION REQUIRED BY THE OFFICE

(24) Availability of Information to the Office. Notwithstanding 102 CMR 7.05(19), upon request of an employee, authorized by the Commissioner and involved in the regulatory process, the licensee shall make available to the Office any information required to be kept and maintained under these regulations and any other information reasonably related to the requirements of these regulations. Authorized employees of the Office shall not remove identifying case material from the center's premises and shall maintain the confidentiality of individual records.

7.06: Staff Requirements and Staffing Patterns

## STAFF QUALIFICATIONS AND PERSONNEL PROCEDURES

(1) For the purposes of staff qualifications in 102 CMR 7.06(2) the following definitions shall apply:

(a) Alternative Early Childhood Training Program. The successful completion of a post-secondary early childhood teacher training program, approved by the Office, which includes both academic study of the categories in 102 CMR 7.06(3) and at least one practicum as defined below.

(b) Early Childhood Continuing Education Unit. An Early Childhood Continuing Education Unit (CEU) is recognition for participation in an early childhood learning program designed for staff at day care centers. One CEU is granted for each 10 hours of instruction. CEUs must be approved by organizations designated by the Office.

(c) Practicum. The successful completion of a minimum of 150 hours, over at least a 10 week period, of direct work with infants and toddlers or preschoolers, supervised by personnel from an institution of higher learning or an alternative early childhood training program, with at least three site visits, including conferencing, and placement with a lead teacher qualified staff member. Responsibilities of the student intern shall include program planning, parent relations, and management of the whole group for a portion of the placement. The practicum must be with the appropriate chronological or developmental age to qualify staff to work with the corresponding age group. One practicum may substitute for nine months of work experience.

(d) Related Field of Study. A program at an accredited institution of higher learning which includes the study of caregiving, development, education, health care, or psychology of children, birth to eight years of age, or provision of direct services to children and their families.

(e) Work Experience. Experience in providing direct care and teaching during all types of program activities to a group of children, one month to seven years of age, or special needs children up to age 18, at least 12 hours per week, on a regular basis, in periods of at least four weeks in one program. Work experience of less than 12 hours per week may count as follows: 50 hours of consistent work at one program is equivalent to one month of work experience. Work experience, whether paid or unpaid, must meet the staff development requirements in 102 CMR 7.06(14). Work experience must be in a licensed group day care center, family day care home or equivalent program accepted by the Office.

(2) Staff Qualifications. The licensee shall employ directors, lead teachers, teachers, assistant teachers, and consulting resource teachers who by prior education, training, experience and interest in fostering development and early childhood education are qualified to meet the needs of the children enrolled, and who meet the qualifications for their respective staff positions.

(a) Assistant Teacher.

1. Must be at least 16 years of age or have a high school diploma or equivalent; must work at all times under the direct supervision of at least a teacher qualified staff person.





7.06: continued

(b) Teacher.

1. Must be at least 21 years of age or have a high school diploma or equivalent and meet one of the following sets of requirements:
  - a. have successfully completed three credits in category 102 CMR 7.06(3)(a) Child Growth and Development and have nine months of work experience or one practicum; or
  - b. have a Child Development Associate (CDA) Credential; or
  - c. have graduated from a two-year high school vocational program in early childhood education, approved by the Office for both the education and experience requirements and have been evaluated and recommended by the program instructor.
2. The following education may substitute for a portion of the required work experience:
  - a. An Associate's or Bachelor's degree in early childhood education or a related field of study may substitute for six months of the required experience.
  - b. A Bachelor's degree in an unrelated field of study may substitute for three months of the required experience.
  - c. For infant-toddler teachers, one continuing education unit (10 hours of instruction) in category 102 CMR 7.06(3)(g) Infant and Toddler Development, Care and/or Program Planning may substitute for three months of work experience.
3. To be qualified as a preschool teacher, three months of the required work experience must be in caregiving to preschool age children.
4. To be qualified as an infant/toddler teacher, three months of the required work experience must be in caregiving to infant/toddlers.

(c) Lead Teacher for Infants and Toddlers.

1. Must be at least 21 years of age and meet one of the following sets of requirements for education and experience. At least nine months of work experience or one practicum must be with infants and toddlers. If all work experience is with infants and toddlers, the total work experience required is reduced by one-third.
  - a. High School diploma or equivalent; 12 credits in at least four categories, 102 CMR 7.06(3)(a)-(k) including three credits in category (a), Child Growth and Development and three credits in category (g), Infant and Toddler Care; and 36 months of work experience.
  - b. High School diploma or equivalent; Child Development Associate (CDA) Credential in Center-Based, Home Visitor or Family Day Care setting with infant/toddler endorsement; three credits in category 102 CMR 7.06(3)(a), Child Growth and Development; and 27 months of work experience.
  - c. Associate's degree in Early Childhood Education or a related field of study; 12 credits as specified in 102 CMR 7.06(2)(c)(1a) and 18 months of work experience.
  - d. Bachelor's degree in an unrelated field of study; 12 credits as specified in 102 CMR 7.06(2)(c)(1a) and 18 months of work experience.
  - e. Bachelor's or advanced degree in Early Childhood Education or in a related field of study; 12 credits as specified in 102 CMR 7.06(2)(c)(1a) and nine months of work experience.
  - f. Alternative Early Childhood Training Program, 12 credits as specified in 102 CMR 7.06(2)(c)(1a), and 27 months of work experience.

(d) Lead Teacher for Preschoolers.

1. Must be at least 21 years of age and meet one of the following sets of requirements for education and experience. At least nine months of work experience or one practicum must be with preschoolers.
  - a. High School diploma or equivalent; 12 credits in at least four categories, 102 CMR 7.06(3)(a)-(k) including three credits in category (a), Child Growth and Development, and two credits in category (b) Planning Programs, (c) Curriculum or (d) Classroom management, and 36 months of work experience.
  - b. High School diploma or equivalent; Child Development Associate (CDA) Credential in Center Based, Home Visitor, or Family Day Care setting with a preschool endorsement; 3 credits in category 102 CMR 7.06(3)(a), Child Growth and Development; and 27 months of work experience.



## 7.06: continued

- c. Associate's degree in Early Childhood Education or a related field of study; 12 credits as specified in 102 CMR 7.06(2)(d)(1a) and 18 months of work experience.
- d. Bachelor's degree in an unrelated field of study; 12 credits as specified in 102 CMR 7.06(2)(d)(1a) and 18 months of work experience.
- e. Bachelor's or advanced degree in Early Childhood Education, K-3, Teacher of Young Children with Special Needs Certification from the Department of Education, or in a related field of study; 12 credits as specified in 102 CMR 7.06(2)(d)(1a) and 9 months of work experience.
- f. Alternative Early Childhood Training Program; 12 credits as specified in 102 CMR 7.06(2)(d)(1a), and 27 months of work experience.
- (e) Director I must meet the requirements of lead teacher; have six months of work experience after meeting lead teacher qualifications; have evidence of satisfactory completion of at least two credits or three CEUs in category 102 CMR 7.06(3)(l), Day Care Administration; and have evidence of satisfactory completion of at least two additional credits or three CEU's in any category 102 CMR 7.06(3)(a) - 'k).
- (f) Director II must meet all the requirements of Director I and have evidence of satisfactory completion of an additional two credits or three CEU's in any category 102 CMR 7.06(3)(h) - (l).

(3) Categories of Study. The requirement for a category of study must be met with credits from an accredited institution of higher learning, alternative early childhood training program or with an Early Childhood Continuing Education Unit (CEU). Four CEUs are equal to three credits, three CEUs are equal to two credits. CEUs will not apply to category (a), Child Growth and Development. No more than three of the required twelve credits for lead teacher certification may be met with CEUs.

The study of Early Childhood Education shall be categorized follows:

- (a) Child Growth and Development, Birth-Eight Years.
  - (b) Planning Programs and Environments for Young Children
  - (c) Curriculum for Early Childhood Settings
  - (d) Child and Classroom Management
  - (e) Advanced or Specialized Early Childhood Education or Development
  - (f) Children with Special Needs, Birth-16 years.
  - (g) Infant and Toddler Development, Care, and/or Program Planning
  - (h) Health and Safety in Early Childhood
  - (i) Families and Community
  - (j) Day Care Policy
  - (k) Supervision or Staff Development in Early Childhood Education
  - (l) Day Care Administration
- (4) Effective Date of Staff Requirements and Transition Process
- (a) Administrative requirements as specified in 102 CMR 7.05(5)(a) and (c) and 102 CMR 7.05(6) shall be effective on January 1, 1990.
  - (b) Staff ratios as specified in 102 CMR 7.06(16)(d) shall be effective on January 1, 1990.
  - (c) All assistant teachers, teachers and head teachers previously or currently employed in licensed group day care centers on the effective date of these regulations, who meet the previous requirements for teacher or head teacher and who submit to the Office all appropriate documentation of education and experience, by January 1, 1990, shall be issued a permanent record of teacher or lead teacher status.
  - (d) Administrators employed in licensed group day care centers on the effective date of these regulations, who meet the previous requirements for head teacher and who submit to the Office all appropriate documentation of education and experience, by January 1, 1990, shall be issued a permanent record of Director I or Director II status, pursuant to 102 CMR 7.05(8).
- (5) In those centers licensed to accept children with special needs, the licensee shall have available a consulting resource teacher, either full-time or part-time, paid or volunteer. The consulting resource teacher shall aid in evaluating special needs children, shall aid in developing and shall approve, in writing, each special needs child's program plan, shall supervise the



## 7.06: continued

implementation of the plan, and shall be the liaison with the appropriate special education administrator and any other agency or hospital involved with the child. In cases where a child has received a core evaluation under Chapter 766 of the Acts of 1972, the person appointed by the Local Educational Authority may, if they meet the following requirements, serve as the consulting resource teacher. The consulting resource teacher shall meet the following minimum requirements:

- (a) have a Bachelor's degree in early childhood education, special education, psychology, or related fields which includes at least four (4) courses on special needs children and shall have eighteen (18) months, at least half-time experience, providing care to or teaching children with special needs; or
- (b) have a Master's degree in early childhood education, special education, psychology or related fields which includes at least four (4) courses on special needs children; and nine (9) months, at least half-time experience, providing care to or teaching children with special needs.

(6) Availability of Personnel Qualifications. The licensee shall have on file at the center evidence acceptable to the Office of qualifications of staff required by these regulations.

(7) Personnel.

(a) Employment Background Information. Each person employed by the licensee, who has unmonitored contact with children, shall have a background free of conduct which, in the judgment of the licensee, bears adversely upon his or her ability to provide for the safety and well-being of a child(ren). The licensee shall determine whether an employee's or potential employee's conduct, criminal or otherwise, shall disqualify that person from employment. In making this determination, the licensee shall consider at least the following conduct:

- 1. Engaging in, or having engaged in conduct which results in his/her child being adjudicated to be in need of care and protection.
- 2. Use of alcohol or drugs to an extent or in a manner that is determined by the licensee to impair the his/her ability to care for children properly.
- 3. Having engaged in conduct which results in a criminal conviction included in a relevant CORI, or engaging in, or having engaged in, any other conduct, criminal or otherwise, determined by the licensee, to impair the employee's ability to care for children.
  - a. A relevant CORI will consist of those convictions which the Office for Children determines may affect the individual's ability to have contact with children in a licensed facility or program.
  - b. The relevant CORI report may consist of convictions for any offense involving sexual or physical abuse, any offense involving children, and certain violent or drug-related crimes.
  - c. The licensee shall request a relevant CORI report for only those employees who will have unmonitored contact with a child(ren). Unmonitored contact shall be defined as being alone with one or more children for longer than five minutes in a licensed program with no other staff member or volunteer in the immediate area within sight or within hearing distance) or removal of a child(ren) from the licensed premises by an individual without the presence of another staff member or volunteer in the immediate area.

(b) Procedures to obtain and review relevant CORI reports:

- 1. The licensee shall obtain from those employees identified in 102 CMR 7.06(3)3c completed CORI affidavit.
- 2. Each licensee shall submit to the Office the names of employees in 102 CMR 7.06(3)(b)1 with their completed affidavits.
- 3. The Office shall provide the relevant CORI report to the employee and shall notify the licensee that such report exists. Within five (5) business days of receipt of notification, the employee and the licensee must review the report in order for the licensee to determine whether the conviction(s) disqualifies the employee from having unmonitored contact with children. After the review of the report, the licensee shall return to the Office both its notification and the employee's report.



7.06: continued

4. If the employee does not provide his/her CORI report to the licensee, the licensee must return its notification to Office for Children within five (5) working days.
5. Each licensee shall ensure that employees shall not have unmonitored contact with a child(ren) until the licensee determines that the requirements of 102 CMR 7.06(3)(a) and (b) are met.
- (c) Personnel Policies. In centers with four (4) or more paid staff members, the licensee shall describe, in writing, the center's current personnel policies and practices and shall make them available to all employees and prospective employees at the center. Such personnel policies shall include, when appropriate, a description of:
  1. Criteria and procedures for hiring, promotion, probationary periods, disciplining, suspension, and dismissal of any staff person;
  2. The procedure for handling staff complaints;
  3. Provisions for vacations, holidays, leaves and sick days;
  4. Information on probation periods; hours of work, including staff meetings and training sessions; overtime; skeleton days; jury duty; bereavement pay; breaks; and leaves of absences.
- (d) Staff records. The licensee shall maintain a personnel record for each staff person which shall include, but not be limited to the following documents, to be made available to the Office upon request:
  1. Employee's resume or job application.
  2. Documentation of employment history and reference checks by telephone.
  3. Documentation that the employee has the experience required to qualify under 102 CMR 7.06(1)(a), (b) and (d).
  4. Evidence from an institution of higher learning that the employee has satisfactorily completed the courses required to qualify under 7.06(1)(a), (b) and (d).
  5. Documentation of completed CORI evaluation as required by 102 CMR 7.06(3)(a) and (b).
  6. Health records as required by 7.07(19).
  7. Verification of first aid training as required by 7.07(16)(a).
  8. Documentation of the criteria and procedure used to hire, discipline or dismiss a staff person based on the requirements of 7.06(3)(c)1.
- (8) Job Descriptions. In centers with four (4) or more paid staff members, the licensee shall make available written job descriptions for all paid staff positions.
- (9) Salary Ranges. In centers with four (4) or more paid staff members, the licensee shall establish and describe, in writing, a salary range covering all positions and shall provide each employee with information regarding the salary range for his position or the procedure for determining the salary for his position.
- (10) Evidence of Required Certification, Licensure or Registration. The licensee shall obtain, upon request of the Office, evidence that personnel are currently certified, licensed or registered where applicable laws require certification, licensure or registration.
- (11) Staff Orientation. The licensee shall provide orientation for all staff. The licensee shall describe, in writing, the center's plan for orientation which shall include at a minimum, but not be limited to, the center's philosophy, organization, policies and procedures. The licensee shall not assign staff to be responsible for a group of children nor utilize staff to supervise others until s/he has received the minimum orientation described above.
- (12) Staff Training. The licensee shall provide or make available training to increase skills and competence of classroom staff. The licensee shall document a minimum of 20 hours of training, per calendar year.
- (13) Staff Meeting. The licensee shall provide regular staff meetings to address center issues of programming, meeting individual needs of children, policies, procedures, and parent communication. The licensee shall document a minimum of two hours of staff meeting time per month and the topics addressed.







7.06: continued

(14) Staff Development. The licensee shall describe, in writing, a staff development plan for classroom staff, including volunteers who want their experience to count towards the staff qualifications requirements for work experience. The plan shall provide opportunities for staff to improve their skills in program planning and group leadership and to observe teaching and caregiving behaviors. The plan shall include observation by and conferencing with at least a lead teacher qualified person, at least every two months.

(15) Volunteers or Student Interns.

- (a) Volunteers, including student teachers or interns, shall be chosen for their ability to meet the needs of the children in care and shall be provided appropriate orientation, training, supervision, and staff development.
- (b) Each volunteer who has unmonitored contact with children shall have a background which, in the judgment of the licensee, is free of conduct which bears adversely upon his or her ability to provide for the safety and well being of children. For each such volunteer, the licensee shall have evidence of compliance with 102 CMR 7.06(7)(a) and (b) and have conducted and documented at least one reference check.
- (c) In the event that the volunteer is a parent who has a child enrolled in the day care center and that parent is not included in the required staff/child ratio, then 102 CMR 7.06(7)(a) is not applicable.
- (d) The licensee shall describe, in writing, any arrangements with any school or professional training program, including a description of student responsibilities and supervision of students by the school or training program and the day care center.

#### STAFF RATIOS AND GROUPINGS

(16) Lead Teachers. The licensee shall provide a full-time staff member on the premises meeting lead teacher qualifications in 102 CMR 7.06(2)(c) or (d).

- (a) In centers serving only preschoolers, the licensee shall provide a full-time staff member on the premises meeting lead teacher qualifications in 102 CMR 7.06(2)(d).
- (b) In centers serving only infant/toddlers, the licensee shall provide a full-time staff member on the premises meeting lead teacher qualifications in 102 CMR 7.06(2)(c).
- (c) In centers serving infant/toddlers and preschoolers, the licensee shall provide one full-time staff member on the premises meeting both preschool and infant/toddler lead teacher qualifications. If this responsibility is shared, the licensee shall demonstrate that at least one staff person is preschool lead teacher qualified, and at least one staff person is infant/toddler lead teacher qualified.
- (d) In all centers with licensed capacities of more than 39 children, and for every increase in the licensed capacity of 40, the licensee shall provide one additional full-time person on the staff within the ratios who meets the qualifications for lead teacher.

(17) Infants: Staff Ratios and Groupings.

- (a) The licensee shall not have infants in groups larger than seven (7).
- (b) The licensee shall have assigned, at all times, one (1) teacher for the first three (3) infants and an additional teacher or teaching assistant for four (4) to seven (7) infants;
- (c) At least one (1) of the persons assigned to a group under 102 CMR 7.06(11) for the care of infants shall meet the requirements under 102 CMR 7.06(1)(b) for a teacher;
- (d) The licensee shall not have groups which mix infants with children two (2) years, nine (9) months or older.

(18) Toddlers: Staff Ratios and Groupings.

- (a) The licensee shall not have toddlers in groups larger than nine (9);
- (b) The licensee shall have assigned, at all times, one (1) teacher for the first four (4) toddlers and an additional teacher or teaching assistant for five (5) to nine (9) toddlers;
- (c) At least one (1) of the persons assigned to a group under 102 CMR 7.06(12) shall meet the qualifications for a teacher under 102 CMR 7.06(1)(b).



## 7.06: continued

(19) Toddlers: Staff Ratios in Older Age Mixed Groupings. When toddlers are in groups with children aged two (2) years, nine (9) months or older, the licensee shall provide:

- (a) a staff/child ratio not less than one staff person for each five (5) children;
- (b) groups no larger than nine (9) children;
- (c) at least one person assigned to the group, at all times, who meets the qualifications for a teacher under 102 CMR 7.06(1)(b).

(20) Infants and Toddlers: Staff Ratios in Mixed Groupings. When infants and toddlers are grouped together, the licensee shall provide:

- (a) groups no larger than nine (9);
- (b) no more than three (3) infants in the mixed group;
- (c) one (1) teacher shall be assigned for the first three (3) infants and toddlers, and an additional teacher or teaching assistant for four (4) to nine (9) children;
- (d) at least one (1) of the persons assigned under 102 CMR 7.06(14) shall meet the qualifications for a teacher under 102 CMR 7.06(1)(b).

(21) Children at Least Two Years, Nine Months, but Less than Four Years, Nine Months: Staff Ratios and Groupings in Full Day Centers.

- (a) The licensee shall not group children aged at least two (2) years, nine (9) months, but less than four (4) years, nine (9) months of age in groups larger than twenty (20);
- (b) The licensee shall assign one (1) teacher or teaching assistant for each ten (10) or fewer children;
- (c) One (1) of the persons assigned to a group of twenty (20) children, under 102 CMR 7.06(15), shall meet the qualifications of a teacher under 102 CMR 7.06(1)(b).

(22) Children at least Two (2) Years, Nine (9) Months, but Less than Four Years, Nine Months: Staff Ratios and Groupings in Half Day Centers.

- (a) In centers operating four (4) hours or less per day, or in centers where no child (2) attends more than four (4) hours per day, the licensee shall place children two (2) years, nine (9) months, but less than four (4) years, nine (9) months of age, in groups no larger than twenty-four (24) children;
- (b) In centers operating for four (4) hours or less per day, or in centers where no child attends more than four (4) hours per day, the licensee shall assign one teacher or teaching assistant for each twelve (12) or fewer children at least two (2) years, nine (9) months, but less than four (4) years, nine (9) months of age. One (1) of the persons assigned to a group of twenty-four (24) children, under 102 CMR 7.06(16)(a)(b) shall meet the qualifications for a teacher under 102 CMR 7.06(1)(b).

(23) Children At Least Four Years, Nine Months, but Less than Seven Years: Staff Ratios and Groupings.

- (a) The licensee shall not have children, four (4) years, nine (9) months, but less than seven (7) years of age, in groups larger than thirty (30);
- (b) The licensee shall assign one (1) teacher or teaching assistant for each fifteen (15) or fewer children;
- (c) One (1) of the persons assigned to a group of thirty (30) children, under 102 CMR 7.06(17), must meet the qualifications for a teacher under 102 CMR 7.06(1)(b).

(24) Children At Least Two (2) Years, Nine (9) Months, but Less than Seven (7) Years: Staff Ratios and Groupings in Mixed Groups.

- (a) The licensee shall not have children two (2) years, nine (9) months, but less than seven (7) years of age in mixed groups larger than twenty (20);
- (b) The licensee shall assign one (1) teacher or teaching assistant for each ten (10) or fewer children, at least two (2) years, nine (9) months, but less than seven (7) years of age in mixed groups;
- (c) One (1) of the persons assigned to a group of twenty (20) children under 102 CMR 7.06(18) must meet the qualifications for a teacher under 102 CMR 7.06(1)(b).



## 7.06: continued

(25) Special Needs Children: Staff Ratios and Groupings.

(a) For children with special needs, the licensee shall meet the specifications of the child's individual program plan for the number of staff and group size in which the child participates as required in 102 CMR 7.07(8).

(b) When eight or more children who have been identified, either through the core evaluation process under Chapter 766 of the Acts of 1972 or by the licensee, as having special needs are enrolled in the center, the licensee shall have a consulting resource teacher at least half time. This person's responsibilities shall include, but not be limited to, working directly with individual children, training and supervising teachers, coordinating special therapy sessions, working with parents, and preparation of written reports and records for all special needs children. The consulting resource teacher may delegate these responsibilities to other specialists or staff persons.

(c) When sixteen (16) children who have been identified, either through the core evaluation process under Chapter 766 of the Acts of 1972 or by the licensee, as having special needs are enrolled in the center, the licensee shall have a full-time consulting resource teacher who assumes the same responsibilities as required in 102 CMR 7.06(19)(b).

(26) Determination of Age of Children. The licensee shall determine the age of children, for purposes of staff/child ratios, on the age of the child at the date of admission to the center each year that they are enrolled.

(27) Staff Schedules.

(a) The licensee shall establish a written schedule listing persons on duty. The schedule shall indicate compliance with the minimum staff ratios required by these regulations.

(b) The licensee shall keep the schedule current.

(28) Staff to Be Included in Ratios.

(a) For purposes of calculating staff/child ratios under these regulations, staff shall include only those persons hired or assigned to supervise or teach children for specific hours of the day.

(b) In no case shall the licensee assign paid or volunteer staff persons under the age of sixteen (16) to meet required staff/child ratios.

(c) The licensee shall not assign teaching assistants, student interns or parents, who do not meet the qualifications for a teacher, to a group which does not also have a teacher assigned.

(d) Student interns and volunteers, other than parents of children in the center, shall not be included in staff/child ratios unless they are assigned to the center for at least three (3) consecutive months.

(29) Supervision. The licensee shall exercise supervision for the children in care that adequately assures their health and safety.

(a) There shall be two adults trained in the center's health care and emergency procedures as specified in 102 CMR 7.07(14) on the premises at all times except as provided in 102 CMR 7.06(24)(b).

(b) The licensee shall, at no time, leave children unsupervised.

(30) Supervision at the Beginning and End of the Day. Notwithstanding the staff/child ratios required by these regulations, the licensee may meet the following ratios at the beginning and end of the day, for no more than one (1) hour at a time:

(a) two (2) adults, one (1) of whom shall meet teacher qualifications, shall be on the premises performing teaching duties at all times when there are seven (7) or more children present;

(b) one (1) adult who meets teacher qualifications and is trained in accordance with 102 CMR 7.07(14) and 7.07(18) shall be in the center performing teaching duties when there are six (6) or fewer children present, provided that no more than two (2) of the children are under two (2) years and nine (9) months of age and that a neighbor or other adult is available, promptly, for emergencies. The licensee shall post the name, location and telephone number of the person available in emergencies.

(c) The groupings required by 102 CMR 7.06(11) through 7.06(18) shall





7.06: continued

remain in effect during the beginning and end of the day except as allowed by 7.06(24)(b) when no more than two (2) children under two (2) years and nine (9) months of age present.

#### 7.07: Program Services and Procedures

##### ADMISSIONS

(1) Authority to Admit. The licensee shall admit children, children with special needs, and infants or toddlers only if licensed or approved to do so. Upon request, the Office may amend an existing license issued under these standards to allow admissions of special needs children or infants and/or toddlers, providing that the licensee demonstrates that he can meet applicable standards.

(2) Admissions Age Restrictions. The licensee shall not admit a child under one (1) month of age.

(3) Center Size. The licensee shall not admit or enroll, at any one time, more children than the licensed capacity of the center.

(4) Required Medical Examinations. The licensee shall admit a child only if provided with a written statement from a physician which indicates that the child has had a complete physical examination within one year prior to each year's enrollment, or obtains one within one month of admission, and the results of such an examination; or obtains a written verification from the child's parent(s) that they object to such an examination on the grounds that it conflicts with their religious beliefs.

The licensee shall inform parents of the dangers of lead paint poisoning and shall recommend that parents have their children tested for lead paint poisoning by a physician or appropriate clinic.

The licensee of a center operating on a provisional license due to the detection of lead paint in the center shall assure that each child has a blood test for lead paint poisoning by a physician or appropriate clinic or obtain written verification from the child's parent(s) that they object to such a test on the grounds that it conflicts with their religious beliefs or a physician's statement that such a procedure is counter-indicated.

(5) Age Appropriate Immunizations. The licensee shall require, at admission, a physician's certificate that each child has been successfully immunized in accordance with the current Department of Public Health's recommended schedules against diphtheria, tetanus, pertussis (whooping cough), poliomyelitis, measles and such other communicable diseases as may be specified from time to time by the Office. No child shall be required, under this regulation, to have any such immunization if his parent(s) objects thereto, in writing, on the grounds that it conflicts with their religious beliefs or if the child's physician submits documentation that such a procedure is contraindicated.

(6) Meeting with Parents. The licensee shall assure that the administrator or his designee shall meet with the parent(s) prior to admitting a child to the center.

(a) At the meeting, the licensee shall provide to the parent(s) the center's written statements of purpose, services, procedures for parent conferences, visits and input to center policy; procedures relating to children's records; and procedures for providing emergency health care.

(b) The licensee shall provide the opportunity for the parent(s) to visit the center's classrooms at the time of the meeting or prior to the enrollment of the child.

(7) Identification of Children with Special Needs and Development of an Individual Program Plan. Where the results of the meeting conducted pursuant to 102 CMR 7.07(6) and the observation of the child's behavior in the center indicate a reasonable likelihood that a child has a special need, the licensee shall:

(a) if the child is at least three (3) years of age, inform the parent(s) of





7 07: continued

his/her rights under Chapter 766 of the Acts of 1972 and its regulations, and at the request of the child's parent(s), refer the child to the appropriate administrator of special education.

(b) if a child is under three years of age or has not been evaluated pursuant to the provisions of Chapter 766 of the Acts of 1972 and its regulations, evaluate with the consent of the parent(s) the needs of said child and develop an individual program plan based on the evaluation. Such program plan shall be developed by a team which includes those personnel of the center who will be responsible for implementing the program plan on a daily basis; the consulting resource teacher, as required in 102 CMR 7.06(1)(d) and 7.06(19); the child's parent(s) and, where appropriate, any necessary consultant(s).

1. The plan shall be developed within four (4) weeks of admission of the child to the center or within four (4) weeks of the identification of the child as having special needs. The plan shall be signed by the consulting resource teacher and the parent(s) prior to implementation. If the parent does not approve its implementation, such disapproval will be signed by the parent and placed in the child's record.

2. The plan shall be reviewed by the team at least every ninety (90) days. The review shall include, minimally, an observation of and/or individual session with the child by the consulting resource teacher. If the parent is unable to meet with the team for the review, the opportunity must be given to the parent for a separate conference with the consulting resource teacher.

3. The licensee shall, with parental permission, inform the appropriate administrator of special education, in writing, that the licensee is serving a special needs child in order that the school may plan for an appropriate program for the child when he reaches regular school age.

(8) Content of Individual Plan. The individual program plan required under 102 CMR 7.07(7) shall be in writing. The plan shall identify the specific service(s) required to meet the needs of the child and any change or limitations in his participation in regular center activities. Specific service(s), where appropriate, shall include, but not be limited to:

- (a) physical therapy;
- (b) speech and language therapy;
- (c) psychological services;
- (d) psychiatric services;
- (e) educational services;
- (f) social services;
- (g) occupational therapy

The plan shall describe the method by which the above services will be provided, including:

- (a) who will provide the service;
- (b) where the service will be provided;
- (c) schedule for provision of the services;
- (d) any special equipment, materials, ramps or aids required by the child.

In addition, the plan shall recommend the size of group to which the child may be assigned and the appropriate staff/child ratio required for such group.

(9) Parent Authorization, Consents, Information. The licensee shall, in admitting a child, require the parent to provide the following authorizations, consents and information which shall be made part of the children's record:

- (a) the child's daily schedule, developmental history, sleeping and play habits, favorite toys, accustomed mode of reassurance and comfort;
- (b) procedures for toilet training of the child, if appropriate;
- (c) where appropriate, the child's eating schedule and eating preferences, including information on special diets and/or allergies; and for infants, a description of formula preparation;
- (d) information on where to reach the parent and an alternative nearest relative or friend in case of an emergency as well as the child's physician or clinic, if any;
- (e) parental consents for emergency first aid, and any field trips and transportation to a specific hospital in emergencies;



7.07: continued

(f) identity of any person authorized by the parent to take the child from the center or receive the child at the termination of the day and a copy of the written parental authorization.

(10) Validity of Consents. A written consent provided under 102 CMR 7.07(9) shall be valid for one year from the date of its execution unless such consent is withdrawn, in writing, prior to that time.

#### GENERAL PROGRAM REQUIREMENTS

(11) Required Plan. The licensee shall establish a written plan describing the various activities of the center for a typical week which shall be posted in a place which can be easily viewed by staff and visitors. Such plan shall indicate time for the following activities, for all children, infants and/or toddlers:

- (a) snacks and meals;
- (b) rest, sleep or quiet activity;
- (c) toileting;
- (d) outdoor play;
- (e) indoor activities;
- (f) field trips, if any;
- (g) time in and out of the crib for infants, individual feeding, sleeping and washing schedules.

(12) Requirements for Activities. The licensee shall provide a well balanced program that supports the developmental needs of all children served. The licensee shall provide the following:

- (a) reasonable regularity in routine, with sufficient flexibility to respond to the needs of individual children;
- (b) opportunity for a child to have a free choice among a variety of activities or to play alone or with one or several chosen peers if desired for at least two periods a day, for full day centers; and one period a day, for half day centers;
- (c) daily indoor and outdoor time periods, weather permitting, which include both small and large muscle activities;
- (d) opportunities for the child to participate in a variety of creative activities, such as art, music, literature, dramatic play and science;
- (e) provision for privacy through arranging a small, quiet area that is inviting to children and is easily accessible to the child who seeks or needs time alone;
- (f) experiences which are in harmony with the life style and cultural background of the children enrolled. Cultural diversity shall be reflected through the incorporation of different language, foods, celebrations, activities and life styles where appropriate;
- (g) opportunity for infants and toddlers to crawl freely for the major part of the day, with certain times specified for individual talking to, handling, and playing with by the assigned teacher.
- (h) opportunities for all children to learn self-help skills such as dressing and undressing, buttoning, tying shoes and using eating utensils appropriately.

(13) Prohibition of General Housekeeping Activities. Routine, major house-keeping activities such as vacuuming, washing floors, windows, etc. shall not be carried on in any room while it is occupied by the children.

#### HEALTH CARE POLICY AND PROCEDURES

(14) Health Care Policy. The licensee shall have a written health care policy statement which is provided to each staff member and is posted near a telephone which will be used for making emergency calls. The health care policy shall be approved by the health care consultant, required under 102 CMR 7.07(15). The statement shall include:

- (a) the name, address and telephone number of the physician or registered nurse available for emergencies and consultation;
- (b) the telephone number of the fire department, police station, poison prevention center, and ambulance service serving the center;



## 7.07: continued

- (c) the name and telephone number of any hospital where children will be taken in emergencies;
- (d) the procedures to be followed in case of illness or emergency, including transportation methods and notification of parent;
- (e) the procedures to be followed in case of illness or emergency, when parent(s) cannot be reached;
- (f) the procedures for using first aid equipment;
- (g) the procedures to be followed in the event of fire or other emergency, including provision that cribs utilized for children are of a size to fit through exit doors to the outside;
- (h) a plan for dispensing medication, including the recording of any administration of prescribed medication;
- (i) a plan for the care of mildly ill children at the center;
- (j) the procedure for identifying children's allergies and protecting children from exposure to foods, chemicals or other materials to which they are allergic;
- (k) the procedure for reporting suspected child abuse or neglect to the Department of Public Welfare.

(15) Health Care Consultant. The licensee shall have either a physician, a public health nurse, a registered nurse, or health clinic director who shall approve and aid in developing health care policies for the center, shall approve the plan for first-aid training of staff, and shall be available for consultations.

(16) First Aid and Preventative Health Care Procedures.

- (a) The licensee shall train all staff in approved emergency first aid procedures, including mouth to mouth resuscitation, treatment of convulsions, and choking.
- (b) The licensee shall maintain adequate first aid supplies, including, but not limited to, band-aids, gauze, adhesive tape, hydrogen peroxide or other cleaning solution and an antiseptic cream, liquid or spray. The licensee shall store them in a secure place, out of the reach of children.
- (c) The licensee shall inform parents of any first aid administered to their child and shall immediately inform them of any injury or illness which required care other than first aid.
- (d) The licensee shall maintain a quiet area for mildly ill children.
- (e) The licensee shall not admit a child or staff member to the center who has a diagnosed communicable disease, during that time when it is communicable, and shall notify all parents when any communicable disease, such as measles or mumps, has been introduced into the center.
- (f) The licensee shall keep all toxic substances, medications, sharp objects and matches in a secure place out of the reach of the children.

(17) Administration of Medication. The licensee shall not administer prescription or non-prescription medication to a child without the written order of a physician (which may include the label on the medication) which indicates the medication is for the specific child.

- (a) No medication, whether prescription or non-prescription, shall be administered to a child without written parental authorization.
- (b) The licensee shall keep a written record of the administration of prescribed medication to children which includes the time and date of each administration, the name of the staff member administering the medication, and the name of the child.
- (c) The licensee shall keep all medicine labelled with the child's name, the name of the drug and the directions for its administration and shall dispose of, or return to the parent(s), any unused medication.

(18) Examinations for Children. The licensee shall request that the parent(s) provide a dental check-up or check of vision and hearing when the appearance or behavior of the child clearly indicates the need for such examinations.

(19) Medical Examination for Staff. The licensee shall require, before employment of any paid staff member, that the staff member present evidence of a negative tubercular test or x-ray performed within three months prior to



## 7.07: continued

the date of initiation of employment and written certification from a physician that the staff member is free from communicable disease and indicating any limitations the staff member may have in working with young children due to health problems. The tubercular test or x-ray must be repeated every three years and certification provided to the center by the staff member of a negative result. Such an examination shall not be required of any person who objects on the basis of religious beliefs.

## TOILETING AND DIAPERING

(20) Written Plan for Toileting and Diapering. The licensee shall have a written plan describing procedures for regular toileting and diapering of children, and for disposal or cleaning of soiled clothing, diapers, linen and blankets.

(21) Toileting. The licensee shall toilet train children in accordance with the requests of their parents and consistent with the child's physical and emotional abilities.

(22) Diapering. The licensee shall change the diapers of children regularly and when soiled or wet and shall wash and dry each child with individual washing materials during each diaper change.

(a) The licensee shall maintain a supply of clean, dry diapers adequate to meet the needs of the children.

(b) The licensee shall use a disposable covering on the changing surface which shall be changed after each use.

## CLOTHING

(23) Extra Clothing; Changing of Soiled or Wet Clothing. The licensee shall keep on hand extra clean and dry indoor and outdoor clothing to change a child's clothing which becomes soiled or wet.

(24) Storage of Soiled or Wet Clothing. The licensee shall store soiled clothing or diapers which are a potential health hazard in a covered, water-proof container unless they can be sanitized immediately after removal from the child.

## DISCIPLINE

(25) Requirements for Discipline. Discipline and guidance shall be consistent and based on an understanding of the individual needs and development of a child. The licensee shall direct discipline to the goal of maximizing the growth and development of the children and for protecting the group and individuals within it.

(a) Prohibitions:

1. Corporal punishment shall not be used, including spanking.

2. No child shall be subjected to cruel or severe punishment, humiliation, or verbal abuse.

3. No child shall be denied food as a form of punishment.

4. No child shall be punished for soiling, wetting or not using the toilet.

(b) The licensee shall describe, in writing, the center's procedures for disciplining children. The written plan shall also include the prohibitions of 102 CMR 7.07(25)(a)1. through 4.

(c) The written plan for discipline must be posted conspicuously in an area frequented by center staff and visitors. The plan shall be provided to parents at the admissions interview required by 102 CMR 7.07(8) and to each staff member at the time of employment.

## 7.08: Food and Food Preparation

(1) Written Menus. The licensee shall prepare written menus for each week and shall maintain copies of menu plans for typical weeks if the licensee provides meals. The licensee shall post menus weekly and keep previous menus on file.







7.08: continued

(2) Meal Schedules. The licensee shall provide regular, nutritional mid-morning or mid-afternoon snacks for children in care for less than four (4) hours, and shall regularly schedule meals, in addition to snacks, for children in care four (4) hours or longer.

(3) Requirements When Parents Send Meals. The licensee shall provide to parents, in writing, a list of nutritious items which should go into a bag lunch when parents are required to provide meals. The licensee shall have a method for providing a nutritious meal, in accordance with 102 CMR 7.08(4), to a child whose parents fail to send a bag lunch.

(4) Nutritional Requirements. The licensee shall provide for the nutritional needs of children in accordance with the "Food and Nutrition Board, National Academy of Sciences National Research Council, Recommended Dietary Allowances" when the licensee provides meals as follows:

- (a) for children in care between four (4) and nine (9) hours, one-third (1/3) to one-half (1/2) of their nutritional needs in one (1) regular meal (other than breakfast) and one (1) or more snacks;
- (b) for children in care more than nine (9) hours, two-thirds (2/3) of their nutritional needs in two (2) meals and two (2) or more snacks.

(5) Requirements for Infants and Toddlers. Infants and toddlers shall be fed according to their individual feeding schedules or needs.

- (a) When not mature enough to sit in an eating table or high chair, infants shall be held while fed.
- (b) When not mature enough to sit at a table, infants and toddlers shall be fed in high chairs or eating tables.
- (c) The licensee shall prepare formulas at the center according to the written plan of each child's parent(s), or if there is no plan, they shall use prepared, pre-sterilized formulas.

(6) Special Diets. The licensee shall follow parental or physician's orders in preparation or feeding of special diets to children and shall follow the directions of the parents in regards to any food allergies of a child or where vitamin supplements are required.

(7) Designated Person. The licensee shall designate one (1) person to be responsible for the food program of the center.

(8) Requirements for Food Preparation and Service. The licensee shall store, prepare and serve all food and beverages in a manner as to be clean, wholesome, free from spoilage and safe for human consumption.

- (a) The licensee shall provide refrigeration and storage for food at not less than thirty-two (32) degrees Fahrenheit, or more than forty-five (45) degrees Fahrenheit for food requiring refrigeration.
- (b) The licensee shall store all food in clean, covered containers.
- (c) The licensee shall properly wash and sanitize all bottles, utensils and dishes.
- (d) The licensee shall dispose of milk, formula or food unfinished by a child.
- (e) The licensee shall prepare tasteful meals and in a manner which makes them appetizing.

(9) Requirements for Feeding of Children. The licensee shall allow children to eat at a reasonable, leisurely rate and shall insure that each child receives an adequate amount and variety of food.

- (a) No child shall be denied a meal for any reason other than written medical direction.
- (b) The licensee shall encourage children to eat a well balanced diet, but no child shall be forced or otherwise coerced to eat against his will.

#### KITCHEN FACILITIES

(10) Required Barrier to Kitchen. The licensee shall provide a barrier, such as a door or gate, which prevents children's access to the kitchen while unsupervised.



## 7.08: continued

(11) Required Maintenance. The kitchen shall be maintained in a sanitary condition and garbage receptacles used in the kitchen shall be emptied and cleaned daily.

## DINING FACILITIES AND EQUIPMENT

(12) Dining Room or Areas. The licensee shall maintain dining rooms or areas which are sufficiently large to accommodate tables and seats for persons eating in an uncrowded manner, and shall be clean, well lighted and ventilated.

(13) Dining Furniture. The licensee shall provide tables and seats for use by children while dining which are of a type, size and design appropriate to the ages and needs of the children. When feeding tables or high chairs are used, they shall be designed to prevent children from falling or slipping.

(14) Dining Utensils. The licensee shall provide eating and drinking utensils which are appropriate to the age and needs of the children.

(a) Eating and drinking utensils shall be free from defects, cracks and chips.

(b) Disposable cups and plates may be used, but if plastic silverware is used, it shall be heavy duty and dishwasher proof.

(c) All reusable eating and drinking utensils shall be thoroughly washed and sanitized before reuse.

(15) Drinking Water and Cups. The licensee shall provide a source of sanitary drinking water located in or convenient to rooms occupied by children. When non-disposable cups are used for drinking water, they shall be washed and sanitized after each use.

## 7.09: Sleep, Rest and Quiet Activity

(1) Rest or Quiet Activity Period. The licensee shall provide for a mid-session rest or quiet activity period in a program where children are in care for less than four hours. The length of the rest or quiet activity period shall be appropriate to the needs of the children.

(2) Extended Rest, Quiet Activity or Sleep Period. The licensee shall, in addition to the mid-session rest or quiet activity period, provide for extended rest, quiet activity or sleep to children in care for longer than four hours. The length of this period shall be appropriate to the needs of the children, but in no case shall it be less than forty-five (45) minutes. Children shall be allowed the amount of rest, quiet activity or sleep needed.

(3) Requirement for Extended Rest or Sleep Periods. The licensee shall provide the following during rest or sleep periods:

(a) an area which is designed to minimize noise and disturbance;

(b) a separate mat, cot or bed, and blanket for each child;

(c) a crib for each infant under twelve months of age;

(d) no use of restraints on children while sleeping, but use of hospital crib nets is permitted;

(e) cots, mats, blankets and sheets utilized must be individually marked and in good repair and clean;

(f) pillows shall not be given to infants.

(4) Space and Sleeping or Rest Area. The licensee shall arrange a sleeping or rest area which is large enough to maintain a minimum of two feet between each crib, bed, cot or mat on all sides except where in contact with a wall or partition. The licensee shall arrange the sleeping area in such a way that children are easily accessible during an emergency.

## 7.10 Referral Services and Termination

(1) Written Plan. The licensee shall have a written plan describing procedures for referring parents to appropriate social, mental health and medical services for their child should the center staff feel that such additional services would benefit the child.



7.10: continued

- (2) Record of Referrals. The licensee shall maintain a written record of any such referral and the results.
- (3) Termination. When any child is terminated from the center, initiated by the center or the parent(s), the licensee shall prepare the child for termination from the center in a manner consistent with the child's ability to understand; and shall provide information and referrals for other services to the parents upon the request of parents. The licensee shall inform parents of the availability of information and referral should the parent wish to request it.

7.11: Physical Facility and Equipment

- (1) Safety Inspection. The licensee shall have a certificate of inspection from The Department of Public Safety or the Local building inspector.
- (2) Health Inspection. The licensee shall provide evidence of inspection from the local health department and compliance with Article X or the State Sanitary Code (102 CMR 595.000), if the center provides hot meals for thirteen (13) or more children.

The licensee shall provide evidence that any private well or water source has been inspected and approved by the local board of health, health department, or private laboratory.

- (3) Lead Paint Requirement and Lead Paint Inspection. The licensee shall assure that paint used in the center is lead free.
  - (a) The licensee shall obtain a lead paint inspection from the local board of health, or the State Department of Health, or private lead paint detection service. If lead is found to be present, the licensee shall totally remove or otherwise make inaccessible all paint or plaster containing lead on any chewable surface, four feet from the bottom of interior or exterior surfaces. Such chewable surfaces include, but are not limited to, window sills; windows, including moldings; door frames; doors; stair rail spindles; stair treads from the lip to the riser on bottom and four inches back from the lip on the top of the tread; and porch railings.
  - (b) The licensee shall, in addition, remove and adequately cover any chipping, flaking or otherwise loose paint or plaster found to contain lead.

**SPACE AND GENERAL REQUIREMENTS FOR PHYSICAL FACILITY**

- (4) Indoor Space. The licensee shall have a minimum of thirty-five (35) square feet of activity space per child, exclusive of hallways, lockers, wash and toilet rooms, isolation rooms, kitchens, closets, offices or areas regularly used for other purposes and shall meet the following requirements:
  - (a) Floors of rooms used by children shall be clean, unslippery, smooth and free from cracks, splinters and sharp or protruding objects and other safety hazards; and those floors in direct contact with the ground shall have flooring impenetrable to water;
  - (b) Ceilings and walls shall be maintained in good repair, and shall be clean and free from sharp or protruding objects and other safety hazards;
  - (c) All steam and hot water pipes and radiators shall be protected by permanent screens, guards, insulations or any other suitable device which prevents children from coming in contact with them;
  - (d) All electrical outlets which are within the reach of children shall be covered with a safety device when not in use;
  - (e) Room temperature in rooms occupied by children shall be maintained at not less than sixty-five (65) degrees Fahrenheit at zero degrees Fahrenheit outside; and at not more than the outside temperature when the outside temperature is above eighty (80) degrees Fahrenheit (measured at two feet from the outside walls and twenty inches above floor level);
  - (f) There shall be designated space, separate from children's play or rest areas, for administrative duties and staff or parent(s) conferences;
  - (g) There shall be sufficient space, accessible to children, for each child to store clothing and other personal items.



## 7.11: continued

- (h) The interior of the building shall be clean and maintained free from rodents and/or insects. Safe and effective means of eliminating insects and/or rodents shall be provided. All extensive extermination shall be carried out by a licensed exterminator.
- (i) The licensee shall provide suitable guards across the inside of windows above the first floor if the windows are accessible to children and across the outside of basement windows abutting outdoor play areas. Guards shall be placed at the top and bottom of stair wells opening into areas used by children.
- (5) Special Requirements for Infants. The licensee shall not care for infants above the first floor. Areas where infants are cared for shall be accessible to ground level for purposes of evacuation.
- (6) Outdoor Space. The licensee shall maintain, or have access to, an outdoor play area of at least seventy-five square feet per child using it at any one time. The average width of such a play area shall not be less than eight feet and shall conform to the following requirements:
- (a) some part of the outdoor play area shall be accessible to direct sunlight;
  - (b) It shall be free from hazards (i.e., hidden corners, unprotected pools, wells, cesspools and steps), poisonous plants, (i.e., poison oak or ivy), and dangerous machinery or tools;
  - (c) It shall be fenced with a non-climbable barrier at least four (4) feet high if any part of the area is adjacent to a highway, on a roof, a porch, or other dangerous area;
  - (d) It shall not be covered with a dangerously harsh or abrasive material and the ground area under swings, slides, jungle gyms, seesaws, etc. shall not be paved or shall be covered by mats.
- (7) Toilets and Washbasins. The licensee shall maintain one toilet and washbasin for every twenty (20) children in one or more well ventilated bathrooms.
- (a) When adult toilets and wash basins are used, the licensee shall provide non-tippable stairs to permit access by those children who are able to use them.
  - (b) In addition to toilets, portable "potty chairs" may be utilized in the bathroom or separate room for children unable to use toilets.
  - (c) If cloth diapers are used, a flush sink or toilet for rinsing diapers and a hand washing facility must be provided convenient to the diaper changing area.
  - (d) Special handrails or other aids shall be provided if required by special needs children.
- (8) Water Temperature. The licensee shall provide both hot and cold running water in wash basins and for water used by children. There shall be a temperature control to maintain a hot water temperature at no more than one hundred twenty (120) degrees Fahrenheit.

## TRANSPORTATION

- (9) Written Plan for Transportation. The licensee shall describe, in writing, any plans for transportation of children, including the names of persons authorized to transport children and transportation of children in an emergency.
- (10) Vehicle and Driver Requirements.
- (a) The licensee shall provide that any vehicle used for transportation of more than eight children, at any one time, and the driver thereof shall conform to Massachusetts school bus requirements as contained in the pertinent sections of M.G.L., c. 90 of the General Laws and the "Rules and Regulations Establishing Minimum Standards for Construction and Equipment of School Buses," Registry of Motor Vehicles. (540 CMR 2.17).
  - (b) The licensee shall provide that any vehicle used for the transportation of eight children, at any one time, and the drivers thereof, shall conform to Massachusetts school bus requirements as contained in M.G.L., c. 90, s. 7D.







## 7.11: continued

- (c) The licensee shall provide that station wagons, sedans, vans or other private or hired vehicles used for transporting eight or fewer persons, exclusive of the driver, shall be registered in accordance with the laws of the Commonwealth if transportation thereby is paid for directly or indirectly by parents, guardians or custodians of the children, and shall conform to the requirements for school bus signs as contained in Section M.G.L. c. 90, 7(B)(j).
- (d) The operator of any vehicle transporting children shall be licensed in accordance with the laws of the state, and any vehicle used for transportation of children shall be bi-annually inspected in accordance with the laws of the state.
- (11) Insurance. The licensee shall use no center-owned or staff member's vehicle to transport children unless it has the following minimum amounts of liability insurance:
  - (a) injury per person, \$100,000;
  - (b) injury per accident, \$300,000;
  - (c) property damage, \$5,000.
- (12) Transportation Safety. The licensee shall not allow the number of children riding in a center-owned, staff member's vehicle or hired vehicle for a center related activity, to exceed the number of seats therein at any time. The driver shall not drive vehicles unless all children are seated.
  - (a) Suitable safety carriers, restraints or seat belts shall be provided for and utilized by each child, driver and attendant. All car restraints shall meet the 1975 Standards of Physicians for Automotive Safety or Consumer Union guidelines and shall be crash tested and child approved.
  - (b) When more than nine children are being transported, an attendant other than the driver is required.
  - (c) When transporting children, sharp, heavy or potentially dangerous objects shall not be transported, or shall be securely restrained.
  - (d) The licensee shall ascertain the nature of any need or problem of a child which may cause difficulty during transporting such as seizures, a tendency towards motion sickness and disabilities and shall communicate such information to the operator of any vehicle transporting children.
  - (e) Children shall be released by the driver of the vehicle only to designated persons authorized by the children's parent(s) to receive such children.
  - (f) Children shall not be regularly transported for periods longer than forty-five (45) minutes one way between their home and the location of the center.

## EQUIPMENT

- (13) Varieties of Equipment. The licensee shall have sufficient play materials, equipment and furnishings for the children enrolled at any one time. The licensee shall provide an adequate variety of play materials and equipment which shall be representative of each category listed below:
  - (a) art supplies: paint (tempera, poster, finger), easel, crayons, blunt scissors, paste, clay, and collage materials;
  - (b) blocks and accessories: large and small blocks, boats, cars, planes, trains, figures of people, and animals of various sizes;
  - (c) books and posters: picture and story books, flannel boards;
  - (d) dramatic play area: beds, dolls, telephones, toy stoves, sink, refrigerator, cabinets, table, chairs, dishes, pots, pans, ironing board, iron, cleaning equipment, broom, dress-up clothes (both men's and women's), large mirror placed at child's level, puppets, and materials for costumes;
  - (e) large muscle equipment: boxes, boards, saw horses, barrels, climbers, ladders, workbench, sand, water, wheel toys, swings, slides, balls;
  - (f) manipulative toys: pegs, beads, lotto, puzzles, pounding boards, small building sets;
  - (g) musical equipment: piano, records, and record player, drums, cymbals, bells, rhythm sticks;
  - (h) science materials: aquarium with fish, non-poisonous seeds and flower pots, growing plants, gardening tools, dry batteries, magnets, compass,



## 7.11: continued

thermometer, rope and pulleys, magnifying glass;

(i) for centers accepting infants, the licensee shall provide materials such as rattles, stuffed animals, mobiles and crib decorations.

(14) Requirements for Equipment. The licensee shall only use equipment, materials, furnishings, toys, and games which are appropriate to the needs and developmental level of the child, they must be sturdy, safely constructed, flame retardant, easily cleaned, and free from lead paint, protruding nails, rust, and other hazards which may be dangerous to children.

(a) The licensee shall not use any item in the center which is listed on the "Banned Products List" published by the United States Consumer Product Safety Commission.

(b) The licensee shall keep all equipment, materials, furnishings, toys, and games clean and in a safe, workable condition.

(c) Some materials and equipment shall be visible and readily accessible to the children in care and shall be arranged so that children may select, remove and replace the materials either independently or with minimum assistance.

(d) The licensee shall provide equipment which reflects the racial and ethnic composition of the children enrolled.

(15) Telephone Requirements. The licensee shall provide one non-coin operated telephone on the premises of the center for center use.

(16) Fire Drills. The licensee shall hold fire drills in accordance with procedures required in 102 CMR 7.07(14)(g) at least twice per year.

(17) Smoking in Classrooms. The licensee shall not permit smoking in classrooms during hours that children are in attendance.

## 7.12: Appendix 1 - Advisory Task Force

INTRODUCTION

(1) These standards are adopted in accordance with M.G.L., c. 28A, particularly sections nine through thirteen thereof, and in accordance with Section 13 of Chapter 785 of the Acts of 1972. Chapter 785, which created the Office for Children, stresses the commitment of state government to assuring every child "a fair and full opportunity to reach his full potential." In fulfilling its mandate as the agency responsible for licensing day care centers, the Office has developed specific regulations to be met by day care centers in order to provide this opportunity to the children they serve.

(2) The scope of these standards goes beyond previous regulations in that they include specific provisions for care of infants and toddlers and special needs children up to age sixteen (16), as well as the general provisions for all children aged two and a half through seven in day care centers. The regulations reflect the belief that every aspect of a day care center's operation affects the children enrolled. The physical environment; administrative functioning; staff qualifications and numbers; procedures for health care, rest, meals, toileting and varied activities; and types of equipment available all contribute to the day care experience of a child and should maintain a minimum quality level which promotes healthy growth and development of children.

(3) The standards provide that all day care centers accepting infants and toddlers, children aged two and a half (2 1/2) through seven (7) and/or special needs children up to age sixteen (16), are:

(a) soundly administered by qualified persons designated specific administrative and program responsibilities;

(b) staffed by appropriate numbers of persons with experience and/or education in the field of early childhood education;

(c) providing a well-rounded variety of age-appropriate activities, toys, and equipment for children on a regular basis;

(d) able to meet the emergency health needs of the children;



7.12: continued

- (e) able to provide for the basic physical care of children, including adequate nutritional meals and snacks, rest or sleep, and toileting procedures;
  - (f) able to appropriately involve parents of children in day care in visiting the center, meeting with the staff and receiving reports of their children's progress;
  - (g) located in physical facilities which meet fire safety requirements, are clean, comfortable, and free from hazards such as lead-based paint.
- (4) These standards were developed by an Advisory Task Force of over fifty parents; center owners, administrators and staff; professionals in nutrition, health care and early childhood education; and representatives of public agencies involved in day care development. The Office for Children gratefully acknowledges the valuable contributions and work of the Group Day Care Task Force under the leadership of the Chairperson, Dr. Richard Rowe of the Children's Lobby.

The other members of the Task Force included:

Phyllis Abell - Department of Mental Health  
 Mort Alpert - Department of Public Welfare  
 James Antonucci - Project Coordinator, Office for Children Special Needs Day Care Project  
 Phyllis Baumann - Office for Children, General Counsel  
 Jeannette Bauza - The Country School  
 Roy Bellush - Boston Area Day Care Workers' Union  
 Pat Berry - Massachusetts Association of Day Care Administrators  
 Beverly Bourne - Head Start, Cape Area  
 Arlene Brodsky - Parent, Brockton, Massachusetts  
 Tina Burrell - Office of Child Development, HEW  
 Ethel Chesnut - Southeast Association for the Education of Young Children  
 Meg Cline - Educational Development Corporation  
 Louise Corbin - Assistant Director, Office for Children Day Care Consultation and Licensing Unit  
 Marie Crocett - Parent, Melrose, Massachusetts  
 Sophie Dermatis - Early Childhood Educator, Office for Children Day Care Consultation and Licensing Unit  
 Claire Derry - Department of Public Health  
 Cindy DiRico - Holyoke-Chicopee Council for Children  
 Barbara Dowd - Haverhill-Newburyport Council for Children  
 Bernice Factor - Early Childhood Education Specialist, Office for Children Day Care Consultation and Licensing Unit  
 Sybil Goldberg - Greater Worcester Council for Children  
 Sue Halloran - Massachusetts State Day Care Advisory Committee, Licensing Sub-Committee  
 Judy Hawker - Boston Area 5 Council for Children  
 Sheila Hellman - Franklin-Hampshire Council for Children  
 Carrie Hemenway - Franklin-Hampshire Council for Children  
 Jill Herold - Massachusetts State Day Care Advisory Committee  
 Sibley Higginbotham - Massachusetts State Day Care Advisory Committee  
 Fran Jacobs - Office for Children Day Care Consultation and Licensing Unit  
 Pat Jewett - Day Care and Child Development Council of America  
 Charles Johnson - Early Childhood Educator, Office for Children Day Care Consultation and Licensing Unit  
 Abbey Kendrick - South Shore Day Care  
 Eleanor Lewis - Lexington Nursery and Kindergarten School  
 Phyllis Lucas - Greater Worcester Council for Children  
 Mike Marsh - Harvard Cooperative Day Care Center  
 Blanche Martin - Department of Education  
 Kathleen McCann - Fall River Council for Children  
 Lucy Mitchell - Member, 1982 Regulations Task Force



## 7.12: continued

Gwen Morgan - Day Care and Child Development Council of America  
 Irma Napoleon - Assistant Director, Office for Children Day Care  
 Consultation and Licensing Unit  
 Fran Olson - Boston Association for the Education of Young Children  
 Cheryl Piatelli - Evaluator, Office for Children Special Needs Day  
 Care Project  
 Andrea Piriano - Boston Model Cities  
 Merrill Plunkett - Assistant Coordinator, Office for Children Day Care  
 Consultation and Licensing Unit  
 Bonnie Power - Franklin-Hampshire Council for Children  
 Barbara Reisman - Parent, Brockton, Massachusetts  
 Dr. Robert Ritchie - Pediatrician, Cambridge Massachusetts  
 Roberta Rizzo - Jamaica Plain Neighborhood House  
 Margaret Sand - Cambridge Council for Children  
 Rose Shapiro - Tufts University  
 Stan Spack - Building Specialist, Office for Children Day Care  
 Consultation and Licensing Unit  
 Carole Upshur - Special Assistant to the Director, Office for Children  
 William Warren - Director, Office for Children Day Care Consultation  
 and Licensing Unit  
 Louise Watts - Department of Education, Bureau of Nutrition  
 Robert Weber - Office for Children, Legal Staff  
 John Welsh - Massachusetts Federation for Child Care  
 Donna White - Marlboro Council for Children  
 Frederick Wrightson - Massachusetts Association of Child Development  
 and Education  
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7.12: continued

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REGULATORY AUTHORITY

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